



PRIDENTITY™

INCLUSIVE SEXUALITY EDUCATION KIT

WOMEN'S HEALTH IN THE NORTH + CATHERINE REIDY 2011



WOMEN'S HEALTH
IN THE NORTH

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ACKNOWLEDGEMENTS

ENDORSEMENT FROM THE AUSTRALIAN EDUCATION UNION



June 2011

To whom it may concern,

The AEU commends and endorses the Pridentity Kit as an important resource for teachers to help address issues of diversity among young people in our schools. This innovative, inclusive program has been developed by students for students and endeavours to highlight issues faced by same-sex attracted and gender diverse youth along with providing information about how parents, teachers and students can act to increase acceptance and social inclusion in our communities.

The ground-breaking "Writing Themselves In" research has shown that schools are the most common site of homophobia, with 80% of all abuse occurring there (up from 69% in 1998; and 74% in 2004). This has a deep and broad impact on the health and wellbeing of individuals, and eventually our society. Teachers and school communities are in a key position to provide the tools to prevent homophobia and to lead towards respectful and safe learning environments for all.

The AEU believes the Pridentity program is an innovative contribution to addressing inclusive sexuality and plays a key role in equipping educators to work with diverse students in fun and engaging ways, offering a clear rationale, lesson plans and resources. Through robust and creative resources such as Pridentity, big steps can be taken towards schools forging innovative approaches in sexuality education and strong wellbeing for all.

The AEU supports the Pridentity kit as an important teaching resource that will help teachers deal with what can be a complex issue in schools.

Yours sincerely,

Mary Bluett
Branch President

INTRO LANGUAGE AND KEY TERMS USED IN THIS MANUAL

LANGUAGE AND KEY TERMS USED IN THIS MANUAL

The language around sexuality and sexual diversity is frequently changing.¹ Terms that have had offensive connotations in the past are now widely used by young people who have reclaimed them as positive. For example, words such as queer and dyke. Often it's not what is said that is important, but how it is said. Is the intention harmful or offensive, or is it an effort to understand? A key activity in Session One of Pridentity is a discussion about language and the establishment of a 'common understanding' of what all the words mean. After all, it's not possible to have a conversation if the language isn't known. Below is a glossary of terms used throughout the Kit. This information is also available in a more detailed handout form that is given to the students in the first session.

BISEXUAL (BI): People who are sexually attracted to both men and women.

COMING OUT: This term describes the process where somebody tells, or shows, their true sexual and/or gender identity to their friends, family and the wider community. People who are not straight often have to come out many times: in every new job, place they live or with new friends they make. This is because it is usually assumed that everyone is heterosexual.

DISCRIMINATION: This refers to treating somebody differently, usually negatively, because of a perceived difference between 'us' and 'them': for example, because of their race, ethnicity, gender or sexuality.

GAY: People whose sexual orientation is primarily or exclusively toward people of the same sex. Gay is more commonly used to describe men, although some women also identify as gay.

GENDER IDENTITY: A person's internal feeling of being female, male, something other or somewhere in-between.

GENDER QUESTIONING: This can refer to:

- Somebody who is questioning if the gender assigned to them based on their body (i.e. male or female) really 'fits'. How they feel on the inside and how they truly see themselves; or
- Somebody who is questioning the gender binary (male/female) and who identifies as existing outside of it.

GLBTQIQ: This acronym stands for Gay/Lesbian/Bisexual/Transgender/Queer/Intersex and/or Questioning. This acronym has been steadily growing over the years as communities learn more about the diversity of sexuality and gender and strive to be inclusive of everybody's experiences.

HETEROSEXISM: The belief that being heterosexual is the 'only' way to be, and that anyone who is not heterosexual is inferior (bad).

HETERONORMATIVE: The assumption that everybody is heterosexual. School curriculums can sometimes be Heteronormative: For example, only teaching about heterosexual safe-sex practices.

HETEROSEXUAL: The term for people whose sexual orientation is primarily or exclusively toward people of the opposite sex.

OFTEN IT'S NOT WHAT IS SAID THAT IS IMPORTANT. BUT HOW IT IS SAID.



¹ Terms relating to gender and trans* have been adapted (with permission) from the booklet GQ: *Gender Questioning*, a joint project of Trans Melbourne Gender Project, Gay & Lesbian Health Victoria, and Rainbow Network Victoria, 2010.

INTRO LANGUAGE AND KEY TERMS USED IN THIS MANUAL

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HOMOPHOBIA: Individual or societal ignorance and/or fear towards gay and lesbian people. Homophobic actions could include prejudice, discrimination, harassment and acts of violence.

HOMOSEXUAL: The term for people whose sexual orientation is primarily or exclusively toward people of the same sex.

INTERSEX: A general term used for a variety of people born with anatomy or physiology which differs from current ideas of male and female. This is sometimes known as indeterminate gender.

LESBIAN: A woman whose sexual and/or romantic feelings are primarily or exclusively toward women.

QUEER: A general term that includes a large range of sexual and gender identities. This word was used as an insult in the past but has been reclaimed by many same-sex attracted and transgender people as a comfortable way of describing their sexuality.

SAME-SEX ATTRACTED: A term for those who are attracted sexually or romantically to people of their own sex.

SSAGQ: An acronym, commonly used in research, stands for Same-Sex Attracted and Gender Questioning.

SSATY: Another common acronym which stands for Same-Sex Attracted or Transgendered Youth. This is often seen on flyers and internet ads for youth groups and activities.

SEXUAL ORIENTATION: Describes who people are attracted to and how they express this attraction. Some people are exclusively attracted to people of the opposite sex, others are exclusively attracted to members of their own sex, and some people are in between.

STEREOTYPING: This means generalising that all people belonging to a particular group will behave in the same way, even when there is no proof for this assumption. For example, 'all teenagers are lazy'.

STRAIGHT: This is a slang or common term for people who are heterosexual.

TRANS²: An umbrella term used to include many experiences of sex and gender- transsexual, transgender or queer.

TRANSGENDER: A general term and identity used to describe all kinds of people who sit outside the gender binary or whose gender identity is different from the sex assigned to them at birth. Transgender people may or may not feel the need to access hormone therapy and/or surgery.

TRANSPHOBIA: Prejudice against, and/or fear of trans* people, or anyone thought to be trans*. Transphobia can include violence, harassment and discrimination as well as the general idea that says that everyone must fit into male or female. It can include things like being forced to constantly declare yourself as 'male' or 'female' on forms, or being forced to use either a male or female bathroom.

'IT'S GOOD TO STOP
HOMOPHOBIA IN SCHOOLS.
I DON'T SEE WHY TWO PEOPLE
CAN'T LOVE EACH OTHER NO
MATTER WHAT SEX...'



² The abbreviation Trans is often followed by an asterix and this convention has been followed through out Pridentity.

INTRO WHAT IS PRIDENTITY?

WHAT IS PRIDENTITY?

In 2007, Catherine Reidy was a volunteer youth consultant at Merri Community Health Service (MCHS). Along with MCHS staff and other youth volunteers, she helped create a pioneering sexuality project for young people in schools, called Pridentity. In 2009 WHIN assumed the funding responsibility for the program and employed Catherine as the Pridentity Project Worker to continue the evolution and growth of this innovative resource.

Pridentity commenced as a peer education program, and remains driven by the input of SSAGQ young people. These young people are passionate about bettering the educational experience and subsequent health and wellbeing outcomes, of their fellow students, doing this in a fun and interactive way. Pridentity has evolved into a program designed to be delivered in partnership with, or by, secondary schools. It covers the curriculum requirements for sexual diversity education at VEL^S Level 6 (Years Nine and Ten), has a strong emphasis on health promotion, and as a tool for the prevention of homophobia in schools. By using a series of interactive workshops and staff development sessions, Pridentity aims to get the 'sexuality conversation' started in schools.

Pridentity aims to shift the way sexuality education, in particular the elements relating to same-sex attraction and gender diversity, is undertaken in Victorian secondary schools. Pridentity has two key aims:

1. To focus on ensuring every young person has the knowledge, skills and power to live their sexual/gender identity without fear of being discriminated against; and
2. To equip teachers and school staff, with the tools and information they need to support the diverse identities and needs of the young people in their care.

Pridentity has been received incredibly well by students and teachers. Evaluation data shows an attitude shift amongst students in the way they perceive sexualities 'other' than heterosexuality. Through this evaluation data it has been discovered that:

- Prior to the classes, 64% of students were aware that approximately 10% of young people are not heterosexual. After the classes, this awareness had risen to 80%;
- Prior to the classes, 30% of students were unsure whether it was compulsory to learn about sexuality at school. After the classes, 0% were unsure; and
- Student awareness of anti-discrimination and anti-homophobia laws rose from 80% pre-classes to 87% post-classes.

'IT WAS GOOD TO HEAR ABOUT PEOPLE'S EXPERIENCES. IT WAS HELPFUL IN UNDERSTANDING THINGS MORE...'

These results offer significant hope that important changes can occur within school communities and in young people's lives. Schools have also found the program to be engaging and very relevant. Since being piloted in 2009, Pridentity has been delivered in four northern region schools. It has reached hundreds of students and teaching staff, and has received excellent feedback and there have been many requests for repeat workshops. The evaluation data has shown that students particularly relate to the workshop's engaging delivery style and the fact that the presenters are 'real' and authentic people. Elements of the program, such as lesson plans and handouts, continue to be used by schools once involvement with the initial workshops have finished, with schools working towards integrating Pridentity within the general curriculum.

The decision to focus on developing this resource and teaching kit has been made based on recommendations and feedback from schools, who wished to continue using the program after WHIN's involvement had finished. This kit is an effort to cement sexual diversity into the curriculum of schools, normalising and celebrating the diversity of their communities, and enabling delivery by teachers rather than relying entirely on outside agencies.



INTRO WHAT THE RESEARCH TELLS US

WHAT THE RESEARCH TELLS US ABOUT THE LIVES OF SAME-SEX ATTRACTED AND GENDER DIVERSE YOUNG PEOPLE.

The pioneering 'Writing Themselves In' research in 1998 was the first national survey into the health and wellbeing of same-sex attracted and gender diverse young people. The research was repeated in 2004 and 2010 and mapped trends in the rate and types of homophobia and transphobia experienced by young people, as well as the impact it has on their lives. 'Writing Themselves In' has set international best practice research benchmarks for this type of research.

'THAT PEOPLE DON'T CHOOSE TO BE GAY. THEY ARE BORN THAT WAY... IT WAS GOOD TO LEARN HOW GAY PEOPLE CAN COPE...'

TYPES OF HOMOPHOBIA EXPERIENCED

In the 2010 research, 61% of SSAGQ young people had experienced verbal abuse, 18% physical abuse and 69% 'other' forms of homophobia. The research also indicated that 58% of SSAGQ young people had experienced rumours, 46% had tolerated homophobic language, 39% had experienced social exclusion and 32% had been humiliated. Less common forms of abuse were written abuse (14%) and graffiti (9%). Schools were the most common site of homophobia, with 80% of all abuse occurring there. This was up from 69% in 1998, and 74% in 2004. This means that attending school, places SSAGQ young people in the location where they are most likely to be exposed to homophobia.

IMPACT OF HOMOPHOBIA ON HEALTH AND WELLBEING

Young people who had experienced homophobic abuse in any form including verbal and physical (or a combination of these) were more likely to have self-harmed and/or have attempted suicide than those who had not experienced any abuse.⁴ The young people who had experienced homophobia were also more likely to misuse alcohol and other drugs.

SCHOOLS AS AN IMPORTANT SITE OF CHANGE

Over 50% of young people in the 2010 survey reported that homophobia had a negative impact on their schooling, including feeling unsafe, not being able to concentrate in class, missing classes, marks dropping, having to change schools and for some young people, or dropping out of school altogether. Research indicates that schools can make a major contribution to the mental health of SSAGQ young people.

...A significant contribution to the mental health of SSAGQ young people was made by schools which had policies against homophobic abuse, with students at these schools being generally less likely to self-harm. More significant was the finding that young people who reported their school as having a supportive environment, were less likely to harm themselves or attempt suicide demonstrating the importance of putting policy into practice.

*While a quarter of young people attended a school where they knew there was policy-based protection from homophobia and discrimination, almost a half of participants attended a school with no social or structural support features for sexual diversity. One in five attended a school that they felt was, in the main, supportive or very supportive of their sexuality. As many as 37% of young people described their school as homophobic or very homophobic overall. Young people were asked what they wanted from their school and the strongest theme (appearing in 40% of responses) was that they wanted the Sexuality Education delivered by their school to be changed so that it was more inclusive of same sex attraction and gender diversity.'*⁵

⁴ Lynne Hillier et al, 2010, Writing Themselves In 3: the third national study on the health and wellbeing of same sex attracted and gender questioning young people. Australian Research Centre in Sex, Health and Society, La Trobe University, Melbourne. pp.3- 4

⁵ Lynne Hillier et al, 2010, Writing Themselves In 3: the third national study on the health and wellbeing of same sex attracted and gender questioning young people. Australian Research Centre in Sex, Health and Society, La Trobe University, Melbourne. pp.3- 4

INTRO POLICY BACKGROUND

POLICY BACKGROUND

The *Writing Themselves In* reports have acted as a catalyst. And since their publication, governments and school communities have continued to develop frameworks, curriculum guidelines, models and policies to encourage schools to be safe, inclusive and productive spaces for all students. Importantly for same-sex attracted young people, these practice approaches are underpinned by human rights and equal opportunity legislation at both a state and federal level.⁶

In Victoria, it is compulsory for government schools to provide sexuality education within the Health and Physical Education domain, including assessment and reporting against the Victorian Essential Learning Standards. 'Catching On' sexuality education training and curriculum materials have been provided to Victorian schools since 2004.⁷ In 2007, after a long period of lobbying by health and welfare groups, it was finally recognised that inclusive sexuality education, including specific material on same-sex attraction, gender diversity and combating homophobia, was one of the most important tools in supporting the health and wellbeing of SSAGQ⁸ young people. Subsequently, the *Supporting Sexual Diversity In Schools* policy was released by the Department of Education and Early Childhood Development (DEECD) in 2008, mandating that teaching on this curriculum area was to occur in every state secondary school in Victoria.

'HOMOPHOBIC BULLYING RATES HAVE INCREASED AND SCHOOLS ARE THE MOST COMMON PLACE FOR IT TO OCCUR...'

However, this positive policy framework has not translated into practise in all schools. Teachers are not always supported with the skills, knowledge or practical resources that they needed to implement the policy. More importantly, many teachers expressed fear of a community backlash if sexuality was taught and 'just over 16% reported they do not address GLBT or SSAGQ youth issues in school for fear of being labelled a paedophile.⁹ At the same time, homophobic bullying rates have increased and schools are the most common place for it to occur, placing young people at risk of physical, verbal and emotional abuse.¹⁰

There have been concerted efforts to address the gap between policy and practice. Of key significance has been the 2010 development of The Safe Schools Coalition Victoria (SSCV) as a coalition of schools and individuals dedicated to creating safer educational environments where same-sex attracted and gender-questioning young people are supported, where every family can belong, where every teacher can teach and every student can learn.¹¹ The model works positively with schools to build on their current work in supporting gender and sexual diversity. Schools that join are recognised for their commitment and can share ideas, skills and knowledge across the coalition. The feedback from schools on the project has been very positive.

'...CREATING SAFER EDUCATIONAL ENVIRONMENTS WHERE SAME-SEX ATTRACTED AND GENDER-QUESTIONING YOUNG PEOPLE ARE SUPPORTED.'

6. <http://safeschoolscoalitionvictoria.org.au/sites/default/files/supportsexualdiversity2011.pdf> 2008, p6-7.

7. <http://www.education.vic.gov.au/studentlearning/teachingresources/health/sexuality/about.htm>

8. SSAGQ = Same Sex Attracted and Gender Questioning. 'Questioning' is used in the sense that young people are challenging the gender binary of male/ female and creating their own identities

9. Leonard, William, Marshall, Daniel, Hillier, Lynne, Mitchell, Anne and Ward, Roz 2010, *Beyond homophobia : meeting the needs of same sex attracted and gender questioning (SSAGQ) young people in Victoria. A policy blueprint* Australian Research Centre in Sex, Health & Society, La Trobe University, Melbourne, Vic.

10. *Writing Themselves In* 3, 2010.

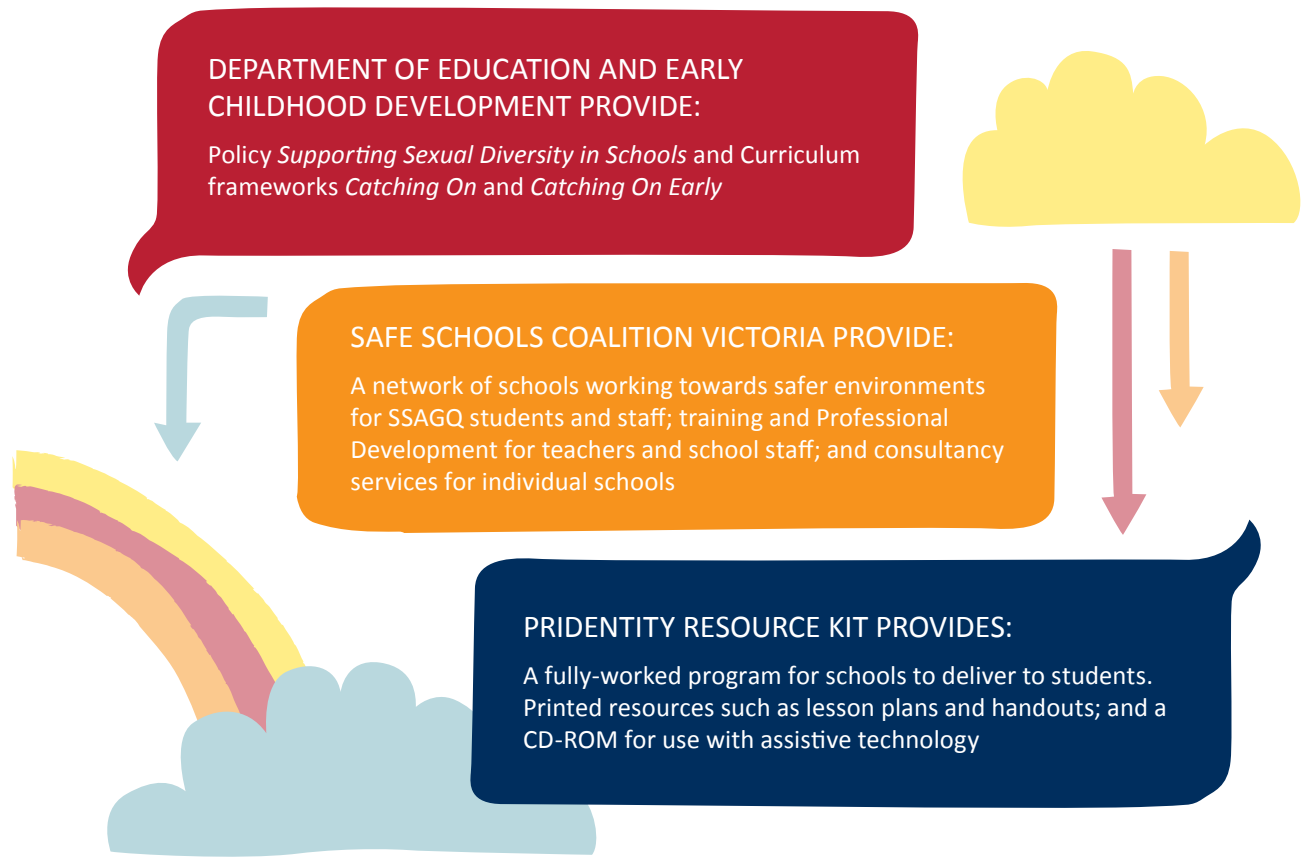
11. Safe Schools Coalition Victoria website, 2011. <http://safeschoolscoalitionvictoria.org.au>



INTRO POLICY BACKGROUND

The 2010 'Writing Themselves In' research, found that 40% of young people 'wanted the sexuality education delivered by their school to be changed so that it was more inclusive of same-sex attraction and gender identity'.¹² The Pridentity Kit aims to assist schools to meet this need and create better outcomes for students.

The chart below illustrates how Pridentity complements and builds on existing sexuality education policy and resources:



Pridentity can also complement and build on broader initiatives, policy and resources across many settings and has adaptability for use in other programs. These include prevention programs focusing on the prevention of suicide, bullying, and abusing alcohol and other drugs. Organisations and programs working with at-risk young people; adult learners and culturally diverse communities can also benefit from using the Kit.

For more information about curriculum frameworks, see the *Policy, Research and Curriculum Documents* section of this Kit.

'WHEN SCHOOLS ARE SAFER EVERYONE BENEFITS.'



12. Lynne Hillier et al. 2010 . *Writing Themselves In 3: the third national study on the health and wellbeing of same sex attracted and gender questioning young people*. Australian Research Centre in Sex, Health and Society, La Trobe University, Melbourne. p88.

INTRO GETTING THE MOST OUT OF THE PRIDENTITY KIT

GETTING THE MOST OUT OF THE PRIDENTITY KIT

Commitment to introducing inclusive sexuality education into a school or organisation is commendable. This work is important and has the potential to make a huge impact on the community. This section is designed to help move workers from inspiration to action, by helping them negotiate any potential barriers to the introduction of the program. It also provides tips and advice on how to get the most out of the resource, and demonstrates how to integrate Pridentity into other areas of the curriculum.

HOW DO WE FIND THE TIME?

A common concern that schools raise when implementing any curriculum resource, is that 'there is never enough time to do it all'. The reality of modern education is that schools are under so much pressure to deliver on literacy and numeracy that other subject areas may remain underdeveloped. Some school staff have successfully overcome this problem by:

- Sharing a reminder that sexuality education is mandatory, in just the same way as mathematics and English are. Refer to the Policy section of this kit, or to the Department of Education and Early Childhood Development (DEECD) website.
- Taking an active role in the schools' yearly curriculum planning and ensuring sufficient time is allocated to sexuality education. Again, it may be valuable to refer to policy guidelines to support this campaign.
- Advocating for whole-staff Professional Development (PD) on sexuality education as part of the yearly cycle, so that others 'champion' the area and the work is embedded in the school. More information on the importance of PD is included in the section below.
- Getting support and seeking validation from others doing similar work by joining physical and/or online networks, such as Rainbow Network and the Safe Schools Coalition, Victoria. More information is included in the resources section.

If time is still a major barrier to implementing the Pridentity program, the section below provides further ideas on integrating elements of Pridentity into other curriculum areas.

WHAT IF OUR SCHOOL IS MULTICULTURAL?

Most school communities are comprised of multiple faiths, cultures and religions. Sometimes this can be cited as a concern about incorporating sessions on inclusive sexuality. Mayo notes that:

Many religious denominations (and cultures) are very supportive of sexual and gender minorities. The tendency to blame religion (or culture) on homophobia is an over-simplification ...As education against homophobia proceeds, it is necessary to find ways both to support people who experience homophobia and to ask difficult questions about the cultural, religious and contemporary roots of, or alibis for, homophobia.

Acknowledging the existence of multiple cultural, local and global forms of same-sex affection and gender variety may be one starting point. Examining the variety of expressions of tolerance and value of minority identities within minority and majority cultures may give some insights into the differences that make up even seemingly coherent and unified cultures.¹³

ADVICE ON HOW TO GET THE MOST OUT OF PRIDENTITY AND POTENTIAL WAYS OF INTEGRATING IT INTO OTHER AREAS OF THE CURRICULUM.

PRIDENTITY™

13. Cris Mayo, 2009, Queer lessons and gender minorities in *multicultural education*, in James A. Banks, Cherry A. McGee Banks (eds) *Multicultural Education: Issues and Perspectives* 7th Edition, John Wiley and Sons, Seattle, Chapter 9, p.220.

INTRO GETTING THE MOST OUT OF THE PRIDENTITY KIT

It can be interesting for educators to consider:

...How much of homophobia is bias against gender non-conforming behaviours and (how much of) homophobia is a (defence) of sexism? There is a danger in letting homophobia define how and why lessons on sexuality are included in school.¹⁴

It is equally important that GLBTI issues are not always framed as ‘problematic’ but that the strengths and social enrichment resulting from respecting diversity is highlighted in conversations on inclusive sexuality. Mayo suggests posing the reflective question:

...what do GLBTI issues bring to social justice movements and multicultural education?¹⁵

DO WE REALLY NEED WHOLE-SCHOOL PROFESSIONAL DEVELOPMENT?

While having individual staff participate is great, it’s far more desirable to have whole-of-staff training. Here’s why:

- Professional development provides a context as to why inclusive sexuality is essential, including the legal and curriculum obligations of schools. This can be particularly important for school principals and other leadership staff to hear.
- Professional development ensures all staff have the same level of understanding of basic facts including how many young people identify as SSAGQ, and what the impacts of homophobia are on the educational and health experiences of these young people. Professional development can also reassure staff that personal skills are at the heart of successful program delivery. A facilitator’s genuineness is more important than their sexuality, therefore all staff can learn how to take responsibility for conducting these sessions with students.
- Professional development builds enthusiasm and willingness to take action; this is a great position from which to start implementing programs such as Pridentity. Once made aware of how damaging homophobia really is, the majority of staff will be more open to change.
- Professional development can connect staff to other schools and individuals doing similar work, and there is often relief in knowing that other schools are doing this too. It can also create a positive ‘peer pressure’ effect, whereby schools see others in their area acting and so decide to also take part.

The resources section provides a contact list of professional development providers in Victoria, as well as a brief outline of their courses.

...ONCE MADE AWARE OF HOW DAMAGING HOMOPHOBIA REALLY IS, THE MAJORITY OF STAFF WILL BE MORE OPEN TO CHANGE.

WHERE DOES PRIDENTITY FIT INTO THE HEALTH AND PERSONAL DEVELOPMENT DOMAIN?

The Pridentity Kit complements a number of Health and Personal Development topic areas including:

- Broader sexuality and relationships education;
- Sexual health;
- Self-esteem and self-worth;
- Making informed choices;
- Family violence; and
- Personal safety and rights.

14. Ibid.

15. Cris Mayo, 2009, Queer lessons and gender minorities in *multicultural education*, in James A. Banks, Cherry A. McGee Banks (eds) *Multicultural Education: Issues and Perspectives* 7th Edition, John Wiley and Sons, Seattle, Chapter 9, p.223.



INTRO GETTING THE MOST OUT OF THE PRIDENTITY KIT

Individual activities from the Pridentity Kit can be used when delivering these topics as they provide resources and content that is not heteronormative, and which is important when engaging SSAGQ students in health education. Teachers or facilitators can use the sheets that most suit their needs and settings, as well as pursuing further resources noted in the resource section.

If using Pridentity elements in other topic areas, it is essential to dedicate enough 'space' to the context of the activities as students will get little benefit from a token mentioning of diverse sexualities that provides no opportunities for discussion or further learning. It is recommended that where it is at all possible, that teachers aim to preserve the content and processes of the Kit, recognising its developmental nature. Each session builds on the previous one and this in turn enhances the substance, impact and integrity of the program.

WHERE ELSE CAN WE USE THIS IN THE SCHOOL?

Addressing sexual and gender diversity within the health domain is an important step, but it's far from the only way schools can make their curriculum and environment more inclusive. Below are some examples of how to integrate the key messages of Pridentity into other subject areas.

...EQUIP TEACHERS AND SCHOOL STAFF, WITH THE TOOLS AND INFORMATION THEY NEED TO SUPPORT THE DIVERSE IDENTITIES...

English: Use texts and films that have same-sex attracted and gender-questioning characters or themes, models that sexual diversity is a normal part of society. They also provide an opportunity for SSAGQ young people to see their reality reflected back to them, which is an important protective factor against isolation and depression.

History: Teach about key people and events in queer history, both Australian and worldwide. This provides another opportunity to dispel the myth that everyone is heterosexual. History also puts sexual diversity in context, as it shows that same-sex attraction is not a modern phenomenon but in fact stretches back to ancient civilisations.

Civics/Social Sciences: Look at sexual and gender diversity in a human rights framework. The (relatively recent) decriminalisation of homosexuality in Australia, and the ongoing debate over marriage equality are just two examples that could be focused on.

Library: Ensure that the school library has a range of fiction and non-fiction books that cover diverse sexuality and gender identities. Print these titles in a booklist and have copies of it available for students.

Information Technology: Check the school's network settings to make sure access to support sites is not being blocked. If sites are blocked because they are assumed to be 'sexual content', negotiate with the relevant people to have appropriate sites placed on the safe list.

Posters: Display posters in prominent locations such as hallways and classrooms. Many posters provide contact information and website links, so try and have these at eye level if possible. Putting posters behind glass (in display cabinets or facing out from a window) helps to protect them from vandalism.

PROVIDING ACCESS TO INFORMATION AND SUPPORT

Most schools provide a student diary/homework planner. Make sure that SSAGQ-specific phone helplines and websites are printed in it each year. Make sure there is somewhere outside the Student Welfare office that students can discreetly pick up written information if they wish.



INTRO GETTING THE MOST OUT OF THE PRIDENTITY KIT

PRIDENTITY
TRIAL EXTRACT

From Lee Colombo, 2011 (with thanks to her broader team David Russell - Principle HCSC Blair St Campus; Hani Harb, Johnny Varkey and Tanya Sciacca - Yr 9 Team Leader and Yr 9 Coordinator HCSC Blair St Campus; Gina Dougall and Fiona O'Grady - Banksia Gardens; and the Secondary School Nursing Program Northern Metropolitan Region).

'...ACKNOWLEDGE AND
DISCUSS SAME-SEX
RELATIONSHIPS AND
HOMOPHOBIA. SUBJECTS
THAT ARE USUALLY TABOO...'

...The Pridentity Kit was delivered to Year Nine students at Hume Central Secondary College in term 2, 2011. The facilitators of the program were Fiona O'Grady (Banksia Gardens Community Centre) and Lee Colombo (Secondary School Nurse). The program was adjusted to be delivered over two seventy-minute sessions. Due to the overall number of year nine classes, the program had to be delivered to combined classes of on average approximately 35-45 students in each session.

The exercises that generated the most discussion and interest were the Finding the Facts activity, understanding the language and key words section, and the DVD, Not So Straight. Pridentity allowed students to acknowledge and discuss same-sex relationships and homophobia, subjects that are usually taboo in our culturally diverse school.

Despite the changes made to the delivery style, we were able to evaluate from the pre and post-evaluation surveys that the students had gained an understanding of the issues and a sense of empathy and acceptance that they did not have prior to undertaking Pridentity. We are now aiming for the Pridentity program to be embedded into the Year Nine curriculum, an important step towards making our school a safer and more inclusive one for all students.

'PRIDENTITY... AN IMPORTANT STEP TOWARDS
MAKING OUR SCHOOL A SAFER AND MORE
INCLUSIVE ONE FOR ALL STUDENTS.'



PREPARING FOR THE SESSIONS

Before commencing a series of sessions, a number of preparatory steps can be taken to maximise the influence of the messages that Pridentity contains.

PREPARING THE SCHOOL COMMUNITY

It can be worthwhile communicating with parents and carers about the Pridentity program. This is not about asking for permission, as sexuality education is a compulsory part of the Health and Personal Development domain, so all students take part and there is no capacity to 'opt-out'. Rather it is about giving them notice that their children may have questions or want to discuss what they've been learning about in the sessions. Schools can do this in a variety of ways:

- Sending a letter home with a brief explanation of the program, what is being covered and why, and some suggestions for parents/carers on ways to talk with their child about these issues;
- Putting the same information into the school newsletter, e-news or Ultranet portal; and
- Holding an information night where parents/carers can ask questions. This is the least popular option for many schools, due to low turnout, however it can be viable for schools that have a general information night/curriculum overview at the start of each term.

Materials may need to be translated into community languages, so make sure time is allowed for this prior to the sessions commencing. See the resources section for a sample letters/newsletter article.

It's also a good idea to make all other school staff aware that the Pridentity program is being conducted, because students will often take questions into other classes, or there may be an increased amount of interest in the topic. In a best-case scenario, all school staff would receive professional development on the issues, including how to respond sensitively to questions. However, this doesn't always happen, so an announcement in a staff meeting or staff-wide email is a good 'heads up'.

PREPARING THE STUDENTS

Students will get more out of the Pridentity program if they know what to expect, and taking the time to talk about it in advance means the sessions run more smoothly. This is particularly important when working in an environment where the health curriculum is covered in 'blocks', for example a complete health week might include a drug and alcohol day, and a sexuality day.

Explain to students that the next topic being covered is sexual diversity, and explain that the key themes will be:

- Different sexual and gender identities;
- Homophobia as a type of bullying and harassment; and
- How to get support for yourself and your friends/family.

...IN A BEST-CASE SCENARIO, ALL SCHOOL STAFF WOULD RECEIVE PROFESSIONAL DEVELOPMENT ON THE ISSUES, INCLUDING HOW TO RESPOND SENSITIVELY TO QUESTIONS.



PLANNING + EVALUATION

PREPARING FOR THE SESSIONS

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It's important to distinguish between 'sex' and 'sexual diversity' and to explain that although safe sex and STI prevention are important regardless of your sexual identity, it's not something covered by the Pridentity Kit. Also see the resources section for the Sample information handout for students (2 sided) Student Brochure, which is written in easy to understand language and designed to be read by the students before the sessions commence.

FACILITATOR PREPARATION

The sessions run smoothly when facilitators are familiar with the layout and steps of each session and know how long each activity will take. Read through each session and make notes on the key areas, including those that might be difficult. If possible, practice the activities, in particularly those ones that require a lot of talking.

Set up the classroom or learning space in a way that's conducive to discussion. This may mean shifting the furniture from its usual arrangement, annoying, but beneficial! Arranging tables so they seat four to five students is ideal, as many of the activities involve small group work. Make sure students can see the whiteboard and projector screen if necessary. Use a seating plan if certain students work better that way (or if it helps the teacher's group facilitation).

THE FIRST TIME PRIDENTITY RAN, IT WAS VERY NERVE-WRACKING AS A FACILITATOR. ONCE IT STARTED, HOWEVER, THE MATERIAL SPOKE FOR ITSELF. STUDENTS WERE EXCITED TO HAVE THE OPPORTUNITY TO TALK ABOUT SEXUALITY AND GENERALLY RESPECTED THE BOUNDARIES AND RULES THEY HAD SET THEMSELVES.

IT WAS SOMETIMES DIFFICULT TO STICK EXACTLY TO LESSON PLANS BECAUSE STUDENTS BECAME SO INVOLVED IN DISCUSSIONS. THIS WAS WORRYING AT FIRST BUT SOON IT BECAME EVIDENT THAT SPONTANEOUS ACTIVITY WAS JUST AS BENEFICIAL AS ANYTHING PLANNED.



PLANNING + EVALUATION

CONDUCTING THE SESSIONS

CONDUCTING THE SESSIONS

TIME MANAGEMENT AND KEEPING ON TRACK

Past facilitators of Pridentity have reported that one of the biggest challenges in delivering sessions is keeping to time. Here are some of their tips:

- Know that there are times when there will be a lot of enthusiastic discussion. This is most relevant to Session 1, when laying the groundwork for the activities to come. It's the most theory-heavy session and, as such, harder to engage students in. It's worth acknowledging this openly with students, the more 'fun' activities can only work after everyone knows the basics.
- A lively discussion is nearly always more beneficial than sticking to the plan. Once activities get started, discussions usually get more vigorous and questions more frequent. This can be really frustrating when trying to stick to a plan, but take heart, a conversation where students are engaged in the topic can be just as useful, if not better, than a planned activity.
- Some questions can be deferred until later. If students are asking questions that will be covered in future sessions or activities, be clear that while the question is a good one, they'll get the answer by the end of the program, just not right now. If an individual student has lots of questions, encourage them to use the Anonymous Question Box activity.
- Keep a list of things to come back to. If, during Sessions 1 and 2, it's not possible to get through all the activities, keep a mental list of what was missed. It can then be assessed during the following session whether it would be beneficial to cover previous content.

'27% OF SSAGQ WANTED THEIR SCHOOL TO SIMPLY DISCUSS SAME SEX ATTRACTION AND/OR GENDER DIVERSITY.'

SUPPORTING STUDENTS WITH LITERACY DIFFICULTIES

A major concern for many schools is how to work most effectively with students who have literacy difficulties. One of the design features of Pridentity is that the activities rely less heavily on writing and comprehension compared to the traditional curriculum. Here are some further ways to support students and ensure they get as much benefit as possible from Pridentity:

- Don't place emphasis on spelling and grammar. For example in the Anonymous Question Box activity, encourage all contributions and reduce focus on sentence structure quality;
- If students use notebook computers in class, make use of text-to-speech software such as Text Talk (more information in the resources section);
- Give clear, concise verbal instructions for each activity;
- Offer students the chance to ask questions before beginning each activity; and
- Encourage students to access the plain English summary of the Pridentity course.



PLANNING + EVALUATION

CONDUCTING THE SESSIONS

DEALING WITH QUESTIONS SENSITIVELY

Challenging, curious or difficult questions often arise in the course of the Pridentity sessions. Some students may take the chance to disclose their own sexuality during or after a session and many teachers may hear coming out stories from trusting students.

It's important to reaffirm that while all questions are welcome and that there's no such thing as a 'stupid question', nothing which is deliberately rude, offensive or otherwise contradictory to the established ground rules (Activity 1) will be answered. A number of the activities in Pridentity including the Anonymous Question Box can elicit many types of questions.¹⁶ Below are some examples of different types of questions and how to answer them.

Information or fact-based questions

Fact-based questions are ones that are asking for information and can be answered with clarifying direct responses. Decide both the length and specifics of the answer relative to the time frames available. Statistics can be useful in information answers.

Question - What are the chances of someone being born with both genitalia?

Potential answer: I think what this question is asking is, what are the chances of being born intersex? Remember from your definition sheets that intersex means a person who has anatomy that doesn't fit into the traditional ideas of 'male' or 'female'. The thing is, hardly anyone is diagnosed intersex at birth, because most intersex conditions are only discovered through genetic testing - it's impossible to tell just by looking at genitals. So while current research suggests 1 in 1000 Australians are intersex, there's no specific data on people born with both genitals. If you want more information about intersex, you could start by visiting this website: Intersex International Australia at: <http://www.oiaustralia.com/>

Question - How old do you have to be to have gay sex?

Possible answer: In Victoria, the age of consent is the same for same-sex relationships as it is for heterosexual relationships. For more information on what you can and can't do legally at different ages, check out the Am I Old Enough? booklet from Victorian Legal Aid at: http://www.legalaid.vic.gov.au/cl.am_i_old_enough.pdf

'Am I the same as everyone else' based questions

Some questions will focus on similarity to others and others are queries checking sameness, for example, 'Am I the same as everyone else?' These questions need to be answered sensitively to validate, reduce anxiety, and to encourage confidence and self-esteem. Often the student asking these questions is seeking information as well.

Question - I wonder what I would be called if I am not attracted to either sex?

Possible answer: Great question, whoever asked this. People who are not attracted to either sex are called asexual. This is different to choosing not to engage in sex, which is called celibacy. Some people know they are asexual and always live this way, others may have periods where they are attracted to people and periods where they are not. Everyone is different and that's wonderful.

'EVERYONE IS DIFFERENT AND THAT'S WONDERFUL.'



16. Adapted from 'Answering Student Questions' on the Growing and Developing Healthy Relationships curriculum support website, WA Department of Health (2002). <http://gdhr.wa.gov.au/support-and-faq/answering-student-questions>

PLANNING + EVALUATION

CONDUCTING THE SESSIONS

Permission-seeking questions

Sometimes these types of questions are asking, 'Is this ok?' And they may include values queries. In a sense they are asking, 'Do I have your/societal permission for this?' Offer a clear informed response and also offer support.

Question - I've always thought I was bisexual, and wondered if the gay community are homophobic to bisexual people. I've seen on TV that they are and it's making me scared to come out. I know it's a silly question!

Possible answer: Remember there is no such thing as silly questions in this class? There are people in the gay community who feel that everyone should choose to be 'one or the other' - like the myth we talked about in Session 1, there is a lingering belief that we have 100% control over who we are attracted to. Be assured that there are plenty of other gay (and straight) people who will be entirely accepting of bisexuality. There are lots of things to think about when coming out including your safety, your readiness and what you might like to do to express your sexuality. There also specific supports available to people who identify as bisexual, which we'll be talking more about in Session 3, so hang in there.

Values-based questions

Recommended approaches to these questions include responding:

... In an informational manner, while acknowledging and validating a variety of values. Respond to value-laden questions by asking the student to reflect on his or her own personal, family, and spiritual values. Maintain respect for the diversity of the moral and religious beliefs present in your community. Remember not to give permission, rather give factual information and support for a range of personal values...¹⁷

Question - I'm a Christian and I believe that homosexuality is a sin. I don't see why I should have to be learning about it when it's wrong.

Possible answer: Everybody believes different things, and we form our beliefs in a range of ways for example through our families, our experiences, our education and our culture. It's up to each individual person to hold, and sometimes question, their own beliefs. The reason that everybody learns about sexual diversity at this school is because part of a school's job is to teach everybody how to get along and respect each other, no matter what their beliefs.

Shock questions

These questions may be intended to see how the teacher or the group respond, to gain attention or even to ask a real question in a clumsy or provocative way. Answer these as if they are information questions and address the concern underneath. Be clear when questions are not appropriate to answer such as personal questions, or ones that may be intended to enquire more specifically about sex acts.

'THERE ARE LOTS OF THINGS TO THINK ABOUT WHEN COMING OUT INCLUDING YOUR SAFETY, YOUR READINESS AND WHAT YOU MIGHT LIKE TO DO TO EXPRESS YOUR SEXUALITY.'

'...PART OF A SCHOOL'S JOB IS TO TEACH EVERYBODY HOW TO GET ALONG AND RESPECT EACH OTHER. NO MATTER WHAT THEIR BELIEFS.'



¹⁷ 'Answering Student Questions' on the Growing and Developing Healthy Relationships curriculum support website, WA Department of Health (2002). <http://gdhr.wa.gov.au/support-and-faq/answering-student-questions>. Section 4 Value Based Questions.

PLANNING + EVALUATION

CONDUCTING THE SESSIONS

Question - *Can you describe a normal penis to us?*

Possible answer: There were a couple of questions from this group about penis size and what the 'average' penis looks like. That's not appropriate use of this class, which is about sexuality and diversity. I'm not a sexual health nurse. If you have concerns about your genitals, or indeed any part of your body, I'd suggest making an appointment to see your local doctor and having a chat with them. If you are sixteen or over, you can get your own Medicare card and go to the doctor without your parents/carers knowing. There are also clinics which are free, do not require a Medicare card and where you can use a false name if you wish. These include:

The Action Centre for Young People, Family Planning Victoria, Level 1, 92-94 Elizabeth Street, Melbourne Victoria 3000
Phone: (03) 9660 4700 Toll free: 1800 013 952, action@fpv.org.au

Melbourne Sexual Health Centre, 580 Swanston Street Carlton, Victoria 3053 Phone: 9341 6200 www.mshc.org.au

Question - *Why am I sexually attracted to squid?*

Possible answer: I'm not sure why you're sexually attracted to squid. But I guess I'd argue that everyone is entitled to be sexually attracted to whoever or whatever they wish, so long as you don't hurt other people/things in the process. Viva la difference!

Personal questions

These ask personal information of the speaker and may be aiming to validate a student's own concerns through the authority of the speaker. Personal information does not need to be shared but the theme of the question can be answered instead. Speakers can decide what they feel comfortable sharing.

...EVERYONE IS ENTITLED TO BE ATTRACTED TO WHOEVER OR THEY WISH. SO LONG AS YOU DON'T HURT OTHER PEOPLE IN THE PROCESS. VIVA LA DIFFERENCE!

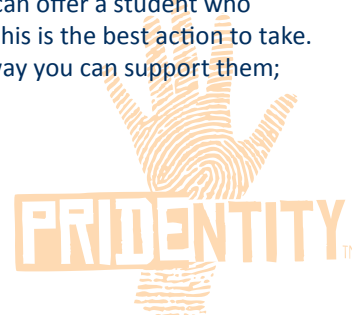
Question - *Are you a lesbian?*

Possible answer: I can understand why somebody might have asked this question, because we've been talking a lot about diverse sexuality and the idea that not everybody identifies as heterosexual. But we've also talked about how to respect and support people's rights to privacy. No one should be forced to disclose their sexuality, whether they're queer or straight. I wouldn't ask any of you to declare your sexuality, so I expect the same rules to apply to what you ask me.

Supporting students who disclose

Many students choose to disclose their sexuality to a teacher or other member of school staff. Even if they are not 'coming out', many students may also just want somebody to talk to about their sexuality. Research shows that young people who have positive coming out experiences are less likely to self-harm or attempt suicide. Respect the student's courage and trust in coming to you by doing the following things:

- Encouraging the young person to share in a safe and private space. For example, not in front of the class that has just ended. Reinforce that talking in private is for their safety and confidentiality, not because their sexuality is anything to be ashamed about;
- Validating and respect the information shared;
- Offering to help connect them to support organisations. Be realistic about what you can offer a student who discloses, and if referring to other services, make sure the student understands why this is the best action to take. It is not a rejection of, or a negative reaction to, their disclosure but rather the best way you can support them;
- Not assuming that all students will be having a negative experience or want help; and
- Affirming the confidentiality of the conversation.



PLANNING + EVALUATION

CONDUCTING THE SESSIONS

Below are some examples of general themes, questions and responses that some teachers and welfare staff have used when speaking to students. Staff need to self-assess their skill and comfort in using these approaches and should refer on to another support if necessary.

- **‘What are the reasons that you want to come out?’** Asking the young person why they want to come out and using their answers helps guide the conversation or referrals. For example, the student may say they want to meet other SSAGQ young people, which could lead to contacting a social or support group.
- **‘Is it safe for you to come out to your friends/family?’** Someone might be really ready and keen to come out, but will it affect their home and school life? Reinforce that their sexuality is not problematic but that some environments and people are, and that safety is the most important factor to consider in coming out.
- **‘What support would you like, if any?’** See the resources section for extensive links to information, books and websites. Don’t overwhelm students with too much information all at once. Let them know they are welcome to talk to you again if they want to.

Below are some affirming responses to possible disclosures that may be placed in the Anonymous Question Box:

Question - I know that I’m gay but I don’t know if I’m ready to come out. What should I do?

Possible answer: Well done to whoever asked this question, because it’s a really common concern that heaps of young people have. They know that they are gay/lesbian/bi/trans* but don’t know how, or when, or where to come out to the people closest to them.

There are lots of resources and supports available to young people who are coming out or questioning their sexuality. It can be really helpful to read and hear about other people’s experiences of coming out before you do it yourself. There will be information given out in Session 3 that includes some good resources and contact details for support services. It is really important that you remember that ‘coming out’ is YOUR DECISION. It’s up to you how you do it, where and when, and to whom. There are no right or wrong answers, there’s just whatever works best for you.

THERE ARE LOTS OF RESOURCES
AND SUPPORTS AVAILABLE TO
YOUNG PEOPLE WHO ARE COMING
OUT OR QUESTIONING THEIR
SEXUALITY.



PLANNING + EVALUATION

EVALUATION

PRE AND POST-EVALUATION

A quick measure of shifts in student's knowledge and attitudes encouraged by Pridentity, can be captured by a pre and post group evaluation. This may elicit:

- Particular group needs for specific information or attention;
- The range of shifts made through the course of the program; and
- Areas of possible change indicated for school environments.

There are pro-forma evaluation forms in the Planning and Evaluation Section of the Pridentity Kit. They have been designed for schools undertaking the entire program. If the content is modified then the evaluation questions will also need to change accordingly.

THE ROLE OF FORMAL ASSESSMENT IN PRIDENTITY

Pridentity began as a peer-led program with a primary focus on activities and discussions. As such, it was not designed for formal assessment frameworks. However, many schools have indicated that having some form of assessment would add to the credibility of the program and increase the likelihood of it being imbedded into the curriculum.

It is the decision of individual schools and agencies to implement assessment or not. For ideas on appropriate assessment tasks, refer to the Victorian curriculum guidelines in *Catching On* and *Talking Sexual Health*. Details are available in the resource section of this kit.

'YOU DON'T CHOOSE TO BE GAY. THERE ARE LOTS OF GAY COMMUNITIES AND 10% OF PEOPLE AREN'T STRAIGHT...'

OTHER FORMS OF EVALUATION

A student re-evaluation at three or six months after the program may also elicit some interesting information on longer term personal or agency changes. The post evaluation sheet could be used again, with space for short narratives from students.

Alternatively, focus group sessions could be held with students to capture their thoughts and identify areas for improvement. This is particularly helpful when working with students who have literacy difficulties, as it provides them with a way to give more in-depth feedback. The questions can be adapted from the written evaluation form, and could be designed to address both personal and structural changes. Questions may include:

- What did you most enjoy doing in the Pridentity workshops and why?
- What is one thing you learnt from Pridentity that you did not know before?
- If you could change the Pridentity workshops in any way, what would you change and why?
- Have there been any changes in the school environment since the workshops; and
- What else could the school do to address sexual diversity and combat homophobia?



PLANNING + EVALUATION

EVALUATION OF AGENCY DEVELOPMENT

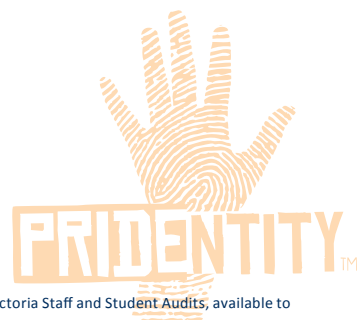
The best practice use of Pridentity workshops is locating them within a broader commitment to address homophobia and embrace sexual diversity in schools, agencies and the community. Pridentity can act as a catalyst for further action including:

- Undertaking a whole-school audit.¹⁸ This is a good first step as it helps measure policy and practice strengths and areas for development. Audit results can then be used to advocate for resources and changes. A follow up on an annual basis is a useful way of measuring progression within the organisation.
- Addressing other areas of the curriculum. Refer to the previous section 'Getting the Most out of the Pridentity Kit' for ideas around integrating principles of inclusivity and diversity into the curriculum, and to the resources section for more information.
- Supporting student-led activism such as Gay-Straight Alliances. Pridentity workshops will often ignite student enthusiasm and inspire them to take further action. Schools and agencies can support this with explicit policy and practices, providing students with leadership training and opportunities, and linking with other schools that are doing similar work. See the resources section for further links.

Changes in school culture occur over long periods of time and require action from all levels of staff. This is why training and professional development is so important. It can be hard to keep up the momentum for change, but reflecting on and evaluating the work being done provides an opportunity to celebrate every achievement along the way.

'I DO THINK THAT THE DEMONSTRATION OF SUCH POSITIVE VALUES AS JUSTICE AND TOLLERANCE IS A VERY REAL MEASURE OF A SCHOOL CAPABLE OF TRUELY GREAT THINGS.'

SHARYN. NOTHER



18. See Activity 5, 'Group Homophobia Audit With Discussion' in the Activities Section. An alternative resource is the Safe Schools Coalition Victoria Staff and Student Audits, available to download and print from www.safeschoolscoalitionvictoria.org.au

ACTIVITIES SUGGESTED SESSION PLANS AND ACTIVITIES

SUGGESTED SESSION PLANS + ACTIVITIES FOR USE WITH YOUNG PEOPLE

Pridentity is an integrated, developmental program that is delivered over three sixty-minute sessions. There are 14 activities included in the three sessions. Each session is outlined below. Handouts relating to each session (where needed) are contained in the following section of the Kit. These session plans are based on a class of 30 students.

SESSION 1: BEGINNINGS AND INTRODUCTIONS

Aims for the session:

- To introduce the concept of sexuality and sexual diversity to students;
- To introduce a basic understanding of the main words used when talking about sexual diversity;
- To question what some common myths about sexual diversity are? Are they true or false? How did they come about?
- To explore/analyse the current school environment: now that we know what homophobia means, can we see it around us in our everyday lives? and
- To introduce the idea of asking questions and having discussions on issues that might feel strange, uncomfortable and/or unfamiliar.

Action	Notes and equipment needed	Estimated Time
Introduce self and program	<i>Pridentity brochures</i>	5 mins
Activity 1: Ground Rules. Students to devise with guidance from teachers and/or facilitators	<i>Butchers paper, markers, blu-tak</i>	5 mins
Activity 1a: The Confidentiality Explanation		2 mins if needed
Activity 2: Pre-evaluation	<i>Handout Sheet: Pre-evaluation x 30</i>	10 mins
Activity 3: What Does That Mean? Class discussion	<i>Handout Sheet: 'What Does That Mean?' X 30</i>	10 mins
Activity 4: Finding The Facts. Exploring myths and facts about sexuality	<i>Facilitator Sheet: 'Finding the Facts' sheets x 10</i>	10 mins
Activity 5: Group Homophobia Audit and Discussion	<i>Handout Sheet: Group Homophobia Audit and Discussion x 15</i>	10 mins
Activity 6a: Introducing the Anonymous Question Box	<i>Large A4 envelope or box for questions</i>	5 mins
Activity 6b: The Anonymous Question Box	<i>Scrap paper squares x 30</i>	5 mins

ACTIVITIES SUGGESTED SESSION PLANS AND ACTIVITIES

SESSION 2: WHAT IS IT LIKE TO BE SSAGQ?

Aims for the session:

- For students to develop an understanding of what it is like to be different from the mainstream and what it is like to have to hide part of yourself;
- Relating to experiences of difference: the comparison between racism (not acceptable in schools) and homophobia (often ignored in schools);
- To understand the effect of homophobic language: why saying 'that's so gay' is more than 'just a joke';
- For students to develop knowledge and empathy of what life is like for SSAGQ young people; and
- Continue to gain knowledge and ask questions safely through the Anonymous Question Box.

Action	Notes and equipment needed	Estimated Time
Program refresh – Facilitator name, students names, ground rules	<i>Reiterate ground rules from Session 1</i>	5 mins
Activity 7: Don't Show Your teeth!	<i>Don't Show Your Teeth! Instructions at end of activity sheet x 30</i>	5 mins
Activity 8: Guided Visualisation: Being the Only Straight One	<i>Facilitator Sheet: Guided Visualisation: Being The Only Straight One x 30</i>	10 mins
Activity 9: 'That's So Gay' YouTube Clips and Discussion	<i>Laptop, projector/USB stick Power Point slides</i>	10 mins
Activity 10: 'Not So Straight' DVD And discussion	<i>'Not So Straight' DVD/YouTube clips/laptop Projector</i>	10 mins
Responding to the previous week's anonymous questions	<i>Previous week's Anonymous Questions Box questions</i>	10 mins
Repeat Activity 6b: The Anonymous Questions Box	<i>Blank sheets of paper x 30</i>	5 mins



ACTIVITIES SUGGESTED SESSION PLANS AND ACTIVITIES

SESSION 3: SUPPORTING YOURSELF AND OTHERS

Aims for the session:

- For the students to gain practical skills and knowledge in supporting themselves, friends and family members with issues of sexuality;
- For the students to be having practice in situations of talking about sexuality and combating homophobia in their schools;
- To hear from a real gay person about school and life experiences and how homophobia and the amount of support they have experienced has affected them. This helps students to develop empathy and knowledge and to reduce 'othering' of SSAGQ people;
- To have access to area-specific resources such as support groups, websites, and phone lines on the issues covered in the sessions; and
- A final opportunity to ask questions.
- Continue to gain knowledge and ask questions safely through the Anonymous Question Box.

Action	Notes and equipment needed	Estimated Time
Program refresh – Facilitator name, students names, ground rules	<i>Reiterate ground rules from Session 1</i>	2 mins
Activity 11: Think, Feel, Do Scenarios	<i>Handout Sheet: Think, Feel, Do Scenario sheets x 30</i>	10 mins
Activity 12: What's it like? Hearing a Real Young Person's Story	<i>Activity Sheet: What's it like? Hearing a Real Young Person's Story x 30</i>	10mins (story) 10 mins (questions)
Responding to the previous week's anonymous questions	<i>Previous week's Anonymous Questions Box questions</i>	5 mins
Activity 13: Providing Resources	<i>Handout Sheet: Providing Resources x 30</i>	10 mins
Activity 14: Post-evaluation questionnaire	<i>Handout Sheet: Post-evaluation forms x 30</i>	Time remaining



ACTIVITY 1A

GROUND RULES

ACTIVITY HOW TO PAGE
[FOR USE BY FACILITATORS/TEACHERS]

5-10 MINUTES

WHY?

The format of the workshops includes working in small and large groups, activities that require moving around and discussing topics of a sensitive nature. This means that setting ground rules is essential for the physical and emotional safety of the participants and the facilitators.

Having the participants set ground rules (and be involved in physically writing them down, if at all possible) gives the group a sense of ownership and commitment that would not occur if rules were simply handed to them. This process also acknowledges the participants' ages, maturity level and relative seniority within the school environment and, as such, shows a degree of trust in them being able to set their own rules.

THE ROLE OF THE TEACHERS AND FACILITATORS

- Encouraging participants and 'keeping them on track' by suggesting appropriate rules; and
- Ensuring that participants understand why each rule is important to a well-functioning group (by elaborating on participants' comments or adding extra rules if needed).

WHAT DO YOU NEED?

- **Butchers paper** or large sheets of paper
- **Markers**
- **Blu-tack** for displaying the finished rules
- A clear, prominent area to display rules during sessions for example whiteboard or wall

HOW DO YOU DO IT?

When working with large groups (20+), split students into pairs and ask them to think of five rules that they think are important for doing group work. Then bring the group back together and ask for (or nominate) a scribe to come to the front to write on a large display sheet. Each pair then gives one of their rules to be included on this main sheet. Each pair must provide a different rule (no double-ups). The completed sheet is then displayed during each session as a reminder of what the group has agreed on.

In smaller groups (less than 20 participants), this activity can be done working as one group, with either one student scribing or many taking it in turns.



ACTIVITY 19

THE CONFIDENTIALITY EXPLANATION

ACTIVITY HOW TO PAGE
[FOR USE BY FACILITATORS/TEACHERS]

5 MINUTES

WHY?

Something that often comes up in the setting of ground rules is the notion of confidentiality. Many groups emphasise that 'what is said in the room, stays in the room' when defining their rules. However, as a teacher and/or facilitator working with young people, there are laws (mandatory reporting) around disclosure that must be adhered to. These laws override absolute confidentiality in cases where a young person is at risk.¹⁹

THE ROLE OF THE TEACHERS AND FACILITATORS

Teachers and facilitators need to be clear and honest with young people and acknowledge that not all information can remain confidential. It is best to address this when it comes up naturally during the ground rule formation activity. If none of the participants raises confidentiality, the teacher/ facilitator needs to do so before the session proceeds.

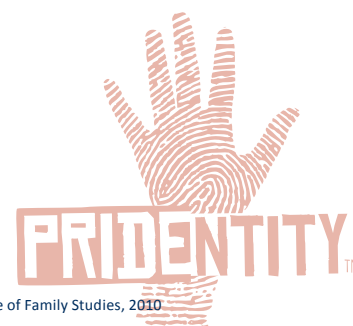
WHAT DO YOU NEED?

To be armed with a simple, quick explanation about what can, and can't, be confidential in discussions.

HOW DO YOU DO IT?

Here's an example of a good way to explain mandatory reporting obligations.

'As a teacher/facilitator, sometimes I am not able to keep everything confidential. If you are in danger of being harmed, or of harming another person, then I have to report it. It's a national law to help keep young people safe. If I need to talk to someone else about you, I will always try and get your permission first. Does everybody understand? Does anybody have any questions about this?'



¹⁹ For a concise resource with further information on this topic, see *Mandatory reporting of child abuse* (Higgins, D. et al, Australian Institute of Family Studies, 2010) <http://www.aifs.gov.au/nch/pubs/sheets/rs3/rs3.pdf>.

ACTIVITY 2

PRE-EVALUATION

ACTIVITY HOW TO PAGE
[FOR USE BY FACILITATORS/TEACHERS]

10 MINUTES

WHY?

The pre-evaluation presents an introduction for young people, to the secure space that is about to be shared. It also offers students a chance to safely share what they know or don't know. It also offers a way to check back on any knowledge or values shifts at the end of the sessions.

THE ROLE OF THE TEACHERS AND FACILITATORS

Teachers can give instructions as these forms are handed out. Stress that it is an anonymous activity and that it is not a test but an activity to check out what the group already knows and that it should be done individually. After the final session is conducted the form will be completed again to measure changes.

WHAT DO YOU NEED?

Teachers will need to have copies of the form ready as well as time to complete the activity.

Use **Handout for Activity 2: Pre-evaluation**.

HOW DO YOU DO IT?

This is one of the few Pridentity activities that require students to work quietly and on their own. Teachers/facilitators should be on hand to answer questions but **not** to do the work for students (as this could influence the data). If students don't know what words mean, they could be told to write 'I don't know' as their answer rather than asking the teacher or classmates.



ACTIVITY 3

ACTIVITY HOW TO PAGE
[FOR USE BY FACILITATORS/TEACHERS]

10 MINUTES

WHAT DOES THAT MEAN?

WHY?

This activity is a fundamental one across all of the sessions, even if it is not the most exciting. In order to have genuine and meaningful conversations about sexuality and diversity, all students must first understand the words used.

THE ROLE OF THE TEACHERS AND FACILITATORS

Explain that this activity helps everyone share a common understanding of words. Some people will know all the words already, and others will know some. Encourage people to have a guess at what the words mean. Reinforce that 'the only stupid questions are the ones that go unasked'

Make sure each student receives the handout 'What Does That Mean?' with the glossary of terms and explain that they need to keep it. It is a resource they should refer back to any time during the sessions if they are unsure of what something means or if they hear an unfamiliar word.

WHAT DO YOU NEED?

Use **Handout for Activity 3: What Does That Mean?**

Have sufficient copies of the, *What Does That Mean?* sheets available for students.

HOW DO YOU DO IT?

Start by writing 'homosexual' on the whiteboard and ask, what does this term mean? This will usually be met with lots of call outs, for example gay, attracted to men, homo and fag. It's often a good time to remind students of their recently crafted ground rules, such as put your hand up to speak and one person speaking at a time.

The naming of words associated with 'homosexual' leads into the use of slang words around sexuality, which are the words most familiar to students, but they mightn't always know what they really mean. Writing these on the board next to the more formal term clarifies meanings for students. It also provides an opportunity to talk about when it is appropriate for slang to be used, and by whom. For example, some lesbian women call themselves 'dykes', but it can also be an insult. It depends on the context.

If conversation stalls, pick a word that hasn't been talked about and ask students what they think it means. This is a particularly good way to introduce acronyms such as 'SSAGD' and 'GLBTQIQ' which may be less familiar.

It's not essential to go through the whole handout. The most important thing is to ensure students each get a copy for their own reference.



ACTIVITY 4

FINDING THE FACTS

ACTIVITY HOW TO PAGE
[FOR USE BY FACILITATORS/TEACHERS]

10 MINUTES

WHY?

The purpose of this activity is to continue to build a common 'knowledge base' amongst the participants. Now that they know what the words mean, it's time to uncover a bit more about what sexual diversity actually is. This activity helps the group address what are some common myths about sexual diversity, and what impact do these myths have on our community?

THE ROLE OF THE TEACHERS AND FACILITATORS

In this activity, teachers/facilitators have a role in both starting and moderating the conversations that arise from each myth/fact. Some good *starting* questions are:

- Why do you think that myth started?
- Has anyone got an example of how that myth is continued today? For example, stereotypes in the media or in government policy; and
- What would have to change (in your mind, this school, the wider community) for that myth to stop spreading?

Some good *moderating* questions are:

- That's an interesting opinion, has anybody got a different opinion?
- What's the evidence in that myth? Is there any evidence to support it?

WHAT DO YOU NEED?

Use **Facilitator Sheet for Activity 4: Finding the Facts**.

It's best to photocopy and then laminate the cards so they can be reused.

HOW DO YOU DO IT?

- Stick the 10 'fact' cards up at various locations in the classroom. This can be done prior to the start of the session.
- Divide students into groups and hand out the 'myth' cards, one for each group.
- Students need to find their corresponding 'fact' and then return to seats. Discuss the myth/fact for a few minutes.
- Teachers circulate around to support any conversation and then ask the students to share back for five minutes to the larger group.



ACTIVITY 5

ACTIVITY HOW TO PAGE
[FOR USE BY FACILITATORS/TEACHERS]

10 MINUTES

GROUP HOMOPHOBIA AUDIT + DISCUSSION

WHY?

This activity helps students explore and analyse the current school environment. They will explore whether they believe that homophobia is present in their school, what ways homophobia affects different people and groups, and finally if there is any protection against homophobia and transphobia and, if not, why not?

THE ROLE OF THE TEACHERS AND FACILITATORS

In this activity teachers work with students to help them interpret the data and clarify the messages they are receiving from the audit.

For example, the first question in the audit asks students to identify how many students are in their school, and using the 'about 10% of young people are not heterosexual' principle, work out how many students that would amount to. If the total school population is 800 students, it's reasonable to assume at least 80 students identify as non-heterosexual.

WHAT DO YOU NEED?

Use **Handout for Activity 5: Group Homophobia Audit and Discussion**.

Make enough copies to have one audit per student.

HOW DO YOU DO IT?

Ask the students to gather in small groups to fill in the sheet. Each table shares something that surprised them about the activity with the bigger group.

Another more comprehensive audit tool has been developed by Safe Schools Coalition Victoria. There is also a specific audit for staff members. See the resources section of this manual for details of how to access these resources.



ACTIVITY 6

ACTIVITY HOW TO PAGE
[FOR USE BY FACILITATORS/TEACHERS]

5 MINUTES

INTRODUCING THE ANONYMOUS QUESTION BOX

WHY?

This activity introduces the idea of asking questions and having discussions on issues that might feel strange, uncomfortable and/or unfamiliar. This is done through the medium of the Anonymous Question Box.

THE ROLE OF THE TEACHERS AND FACILITATORS

Teachers and facilitators explain that asking questions and knowing you will get an honest and respectful answer is a great way to learn. Teachers also need to reinforce the ground rules developed in Session 1 and emphasise that those same rules apply to these questions.

WHAT DO YOU NEED?

- **A suitable box**, envelope/or container for questions to be posted in.
- **Scrap paper** for students to write on.

HOW DO YOU DO IT?

Explain the role of the Anonymous Question Box and what the procedure will be for responding to the questions that are posted into it. Questions from Session 1 will be answered by the facilitator in Session 2. Questions from Session 2 will be answered in Session 3.

See the next page for the process of gathering questions sensitively and anonymously.



ACTIVITY 6A

ACTIVITY HOW TO PAGE
[FOR USE BY FACILITATORS/TEACHERS]

5 MINUTES

ANONYMOUS QUESTION BOX

WHY?

Students are given time to write questions and to post these anonymously into the question box. The anonymity offers a safe way to explore questions and stay safe in doing so.

THE ROLE OF THE TEACHERS AND FACILITATORS

Teachers and facilitators provide a focussed and quiet time for students to write down any questions they may have. These are then posted into the question box upon exiting the session.

In an anonymous environment students may ask questions that they think are funny or ones they hope will embarrass the facilitators. Encourage students to write real questions and respond to all questions with honesty and maturity. See the previous section 'Planning and Evaluation' for more tips on this.

WHAT DO YOU NEED?

- **Time to complete the activity** without rushing it.
- Enough **scrap paper** so that every student has a piece.

HOW DO YOU DO IT?

Every student receives a piece of paper and every student must be writing at the same time.

The teacher/facilitator explains that if a student doesn't have any questions, they can write what they had for dinner, their favourite TV show or what they like to eat for breakfast, but they must be writing something!

The teacher/facilitator then collects all questions in the box and reaffirms that they will be answered in the next session.



ACTIVITY 7

ACTIVITY HOW TO PAGE
[FOR USE BY FACILITATORS/TEACHERS]

5 MINUTES

DON'T SHOW YOUR TEETH!

WHY?

The session starts with a fun movement activity that helps students to develop understanding of what it is like to be different from the mainstream and what it is like to have to hide part of yourself. The following activity also demonstrates why so many same-sex attracted young people are at risk of self-harm and other negative health outcomes by exploring the feelings and emotions of shame, low self-esteem and embarrassment.

THE ROLE OF THE TEACHERS AND FACILITATORS

The facilitators structure the activity and then help with a conversation after the students have finished.

At the end of the activity, it's also important for facilitators to debrief and bring students back to the present.

WHAT DO YOU NEED?

The information below should be read aloud to students. Have the room set up so that students can easily turn and face one another for the activity.

HOW DO YOU DO IT?

In a large group, the students are read the following information:

Let's believe that we live in a world where having teeth is considered really unpleasant. If anyone in this world has teeth, they are discriminated against and considered inferior to everyone else. In this world, no one has teeth but you. Every day you hide your teeth from your friends, your family and your teachers.

Now, for one minute, turn to the person next to you and tell them about a holiday you have been on or a holiday you are planning to go on, but remember, the person must never find out that you have teeth.

After one minute, swap over so that the other person has a turn to speak.

The facilitators help with a conversation after the students have done the activity, drawing out issues like:

- What was it like to carry on that conversation?
- How did it feel?
- How would a SSAGQ young person feel?
- Do you think that most SSAGQ young people feel that they need to hide?

At the end of the activity, it's important to debrief and bring students back to the present. Reaffirm that it's perfectly normal to have different teeth and show them, just as it is normal to be SSAGQ. Invite students to stand up and shake out their bodies as a way of closing the activity and moving on.



ACTIVITY 8

ACTIVITY HOW TO PAGE
[FOR USE BY FACILITATORS/TEACHERS]

10 MINUTES

GUIDED VISUALISATION: BEING THE ONLY STRAIGHT ONE

WHY?

This activity can help students relate to experiences of difference. In conversation, facilitators can draw out the comparison between racism (not acceptable in schools) and homophobia (often ignored in schools). A guided visualisation is a quiet and reflective opportunity to think and process ideas.

THE ROLE OF THE TEACHERS AND FACILITATORS

Facilitators conduct the visualisation and have a discussion with students after the visualisation. They may ask:

- Could you relate to any of the things mentioned in the story?
- Have there ever been times where you've hid what you really feel because you don't want to be different from everyone else? Can you think of examples?
- What do you think now about insults like 'that's so gay'?

The role of the teacher/facilitator is to keep the conversation on track and to reinforce that while the story is entirely fictional, the messages and experiences that young SSAGQ get from society are entirely real.

This activity often brings up questions about assisted reproductive technologies because this story often raises the question of 'How would there be babies in this world?' Reinforce that IVF is not the main point for this activity but people can ask questions about it via the Anonymous Question Box later on if they wish.

WHAT DO YOU NEED?

Use **Facilitator Sheet for Activity 8: Guided Visualisation: Being the Only Straight One**.

This can also be distributed to students if you wish.

HOW DO YOU DO IT?

Encourage students to sit comfortably and with either eyes cast down or closed while you read the short story from the *Facilitator Sheet: Guided Visualisation: Being the Only Straight One*. When the story is over, tell people to bring themselves back to the room and the conversation, open eyes, stretch and begin to pose some questions about the story.



ACTIVITY 9

ACTIVITY HOW TO PAGE
[FOR USE BY FACILITATORS/TEACHERS]

10 MINUTES

'THAT'S SO GAY'

YOUTUBE CLIPS + DISCUSSION

WHY?

This activity reinforces some of the themes explored in the previous story and accommodates different learning styles. The term, 'That's so gay' has become a derogatory term and one that is intentionally homophobic. A recent ad and online social media campaign in the USA called 'Think B 4 You Speak' has been helping spread the message that it's not ok to say 'that's so gay'.

THE ROLE OF THE TEACHERS AND FACILITATORS

Show the YouTube clips and/or visit the website www.thinkb4youspeak.com

Generate a conversation about the term, 'That's so gay'.

- What would be the reaction if people started using 'That's so straight!' as an insult?
- What do you think the impact of celebrities (such as Hilary Duff in the clip) is on challenging homophobia?
- How much of an influence do the media have, such as TV, films, music and magazines, on how we speak and the language we use? Contrast the original meanings of gay (happy) and faggot (bundle of sticks used to start a fire) to their modern usage.

WHAT DO YOU NEED?

*You need a **laptop** with internet connection, or the clips saved to a DVD or USB stick, and a way to show the clips such as a **projector** or DVD player.*

HOW DO YOU DO IT?

Show the three clips (or however many you are using) in succession and then discuss.



ACTIVITY 10

ACTIVITY HOW TO PAGE
[FOR USE BY FACILITATORS/TEACHERS]

10 MINUTES

'NOT SO STRAIGHT' DVD + DISCUSSION

WHY?

Not So Straight is a DVD made by young people from Melbourne. It gives a localised perspective on homophobia and being SSAGQ in contemporary Australia. Much of the value of any of the clips in this DVD comes from students being able to identify the setting as 'home', as it reinforces that young people who are SSAGQ are 'real' and living in the community just like everyone else.

There are other DVD and online resources that can also be used and it is worth looking around for a film that is most suitable for particular circumstances. Another option may be the recent 2011 Stand Up Against Homophobia film clip at:

<http://safeschoolscoalitionvictoria.org.au/news/stand-irish-anti-homophobia-video>

THE ROLE OF THE TEACHERS AND FACILITATORS

Not So Straight is an hour-long film divided into a number of sections including 'Coming Out', 'Homophobia' and 'Acceptance'. Before the session commences, watch the DVD and determine the most useful section for your group.

WHAT DO YOU NEED?

Copies of the **Not So Straight** DVDs can be ordered from The Action Centre, Family Planning Victoria (more details in the resource section).

Idea about other useful DVDs/film clips and where to get them are also in the resource section.

HOW DO YOU DO IT?

Play the film and allow time for questions or comments before moving on to the next activity.



ACTIVITY 11

THINK, FEEL, DO SCENARIOS

ACTIVITY HOW TO PAGE
[FOR USE BY FACILITATORS/TEACHERS]

10 MINUTES

WHY?

These Think, Feel, Do Scenarios ask students to apply some of their increased awareness to real life situations and encourages them to consider how they would think, feel and act in different circumstances. It acknowledges that there can sometimes be differences between what people *think* rationally, what they *feel* emotionally and what they *do*, depending on the context and the amount of peer pressure. Completing the activity in pairs helps problem solving and provides support.

THE ROLE OF THE TEACHERS AND FACILITATORS

Hand out the scenarios sheets and ask pairs to chat about what they would think, feel and do in each situation. Act to validate people's experiences and be clear that everybody reacts differently in situations. Reinforce that there are no wrong answers but that this may be a confronting activity if young people have never thought about it before.

WHAT DO YOU NEED?

Use the **Handout for Activity 11: Think, Feel, Do Scenarios**.
Have one copy for each participant.

HOW DO YOU DO IT?

Encourage pairs of students to discuss the scenarios and then discuss their feedback and decisions.

Ask about differences between feelings, thoughts and actions. For example, it's common for students to say that they would support their friend coming out to them, but maybe *feel* a bit uncomfortable 'because what if they try and crack onto me?' This gives the teacher or facilitator an opportunity to acknowledge this feeling as real, but dispel the common myth that same-sex attracted people are attracted to *all* people of their sex!



ACTIVITY 12

ACTIVITY HOW TO PAGE
[FOR USE BY FACILITATORS/TEACHERS]

30 MINUTES

WHAT'S IT LIKE? HEARING A REAL YOUNG PERSON'S STORY

WHY?

This activity allows students to hear from a 'real gay person' about school and life experiences and how homophobia and the level of support they have experienced has affected them. This session continues to develop students' empathy and knowledge, and reduces 'othering' of SSAGQ people. Pridentity began as a peer presented workshop in the early 2000s. Sharing real stories ensures that the heart and intent of this session is maintained. It also validates and honours young people's lives, challenges and successes. It grounds all the activities into the lived experiences of real young people.

If you are just coming out, reading (or hearing) other's stories can give you courage to take your next step. You can gain some knowledge from how others coped with their situations. You can see that you are not alone in your struggle.²⁰

THE ROLE OF THE TEACHERS AND FACILITATORS

There are ways of a number of ways incorporating 'real stories' into the session (see below) and the primary role of the teacher/facilitator is to ensure a safe space for this to occur in. Pre-planning is important for this session as speakers may need to be booked some time in advance or stories or clips accessed and ready to show.

During and after this session, students often come out to teachers because the experience of hearing someone else's story is validating and makes them feel safe. If students approach facilitators, facilitators need to be non-judgmental and affirming sources of support. See the 'Planning and Evaluation' section for more information on this.

WHAT DO YOU NEED?

Sufficient **time and preparation** is important to conduct this section.

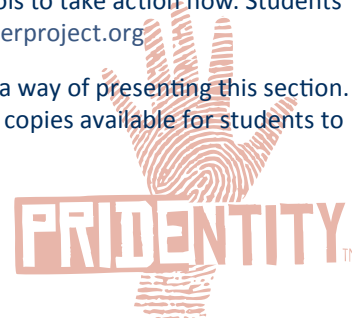
HOW DO YOU DO IT?

Here are the resources that past Pridentity facilitators recommend for communicating 'real experiences' to students:

1. Guest speakers - A number of organisations across Victoria provide guest speakers to speak to groups. A full list of these organisations can be found in the resource section of the Kit. This option is highly recommended as it can link your school to local community agencies. It also means that there is a person to answer student's questions on the spot.
2. Film clips from the, 'It Gets Better' project - The 'It Gets Better' project commenced in the USA in 2010 after a number of young SSAGQ committed suicide due to homophobia. It has since turned into a worldwide phenomenon. The project shares the stories of SSAGQ people to show teenagers and young people that, despite how hard things may seem now, life really does get better. This option is useful because it features a mix of high profile celebrities and ordinary people, all with the common theme of accepting and celebrating diversity. The downside is that it doesn't provide opportunities for students ask further questions. See: www.itgetsbetter.org

The 'Make It Better' campaign was a response to the 'It Gets Better' project. Young people felt that they shouldn't have to endure high school bullying and passively wait for things to change. They wanted schools to take action now. Students have uploaded their own video clips to the 'Make It Better' website See: www.makeitbetterproject.org

3. Written stories to be read aloud - There are many written stories that can be used as a way of presenting this section. It is best to have the teacher or facilitators read the story/stories out loud and then make copies available for students to keep as a reference.



20 Real Coming Out Stories at: <http://lesbianlife.about.com/od/comingout/a/ComingOutStory.htm>

ACTIVITY 12

WHAT'S IT LIKE? HEARING A REAL YOUNG PERSON'S STORY

The books and online resources listed here are just a starting point, there are many more available. The resources section has lists of organisations in Australia and overseas which can provide further support and information.

BOOKS²¹

Inside Out: Australian Gay, Lesbian, Bisexual and Transgendered People Write About Their Lives

Erin Shale (Ed.) (1999) A collection of coming out stories from both well-known and everyday Australians

More Conversations with Queer Young People: To Be Read Aloud.

Michael Crowhurst (Ed.) (2009) Also available online - see reference below - this collection focuses on interviews with Australian young people, in particular in regards to their school experiences.

My Agender: Personal Stories Exploring Gender and Sexuality.

S.J Tipping (Ed.) (2011) Australian short non-fiction pieces with a trans* focus.

It Gets Better: Coming Out, Overcoming Bullying, and Creating a Life Worth Living.

Dan Savage and Terry Miller (Eds.) (2011) USA/International anthology with stories from the contributors to the 'It Gets Better' online project.

ONLINE

In Our Own Write: a collection of stories by young queer people in Canberra

http://www.qnet.org.au/inourownwrite/IOOW_complete.pdf

Yes, I am: Stories by young queer people

http://www.qnet.org.au/content/faqs_and_articles/publications/Yes_I_Am.pdf

More Conversations with Queer Young People - To Be Read Aloud

<http://www.avert.org/coming-out-stories.htm>



21 All titles available from Hares and Hyenas Queer Bookshop, see resource section for details.

ACTIVITY 13

PROVIDING RESOURCES

ACTIVITY HOW TO PAGE
[FOR USE BY FACILITATORS/TEACHERS]

5-10 MINUTES

WHY?

One of the key reasons for having Pridentity in schools is the provision of resources and links to supports so that every student, no matter what their sexual or gender identity has appropriate and accurate information for themselves, their friends and their families. Access to information is a major protective factor for the health and wellbeing of SSAGQ young people, as well as a good way of combating homophobia and ignorance in the general community.

THE ROLE OF THE TEACHERS AND FACILITATORS

Teachers and facilitators need to be clear to students that although they may not personally want or need the information in the handout, it is likely that one day, a friend or family member will. For that reason, everybody will receive one and it is worth holding onto. Ensure that extra copies are made available in public places around the school, such as the library or student welfare office so that students who may initially discard their handouts have another chance to get copies privately. It's important to explain to students that the information in the handout might change over time for example phone numbers, websites and groups can be updated and as such, it is simply a starting point for further exploration.

WHAT DO YOU NEED?

Use the **Handout for Activity 13: Providing Resources**.
Have one copy for each participant.

HOW DO YOU DO IT?

Take the time to go through each section of the handout and explain what is in different sections and why they are listed. This helps ensure students with literacy difficulties, or those who discard the handout, will at least get a verbal overview.

Support and Social Groups: This section gives contact details for some of the social and support groups in Victoria which are specifically for young people. If the group have watched the 'Not So Straight' DVD in the workshops, it can be highlighted that the film was produced by members of the YAK support group in Melbourne.

Websites: Sometimes it's easier to access a website than to go to a group or service. This section gives a few good generalist websites to start young people on their exploratory journey.

Phone Numbers: Phone numbers for crisis and information lines are provided in recognition of the fact some of the material covered in Pridentity may trigger the need for further support. Helplines can be general - like Lifeline and Kid's Helpline - or specific, like the Gay and Lesbian Switchboard Service. Most are free or local call cost and will not show up on your phone bill.

Books: All the books listed here can be found in local libraries. You can borrow for free, so long as you return the items on time. Librarians don't pay attention to what you borrow or make a big deal when issuing SSAGQ-related material, so don't be embarrassed to use them.

Information on Coming Out and Supporting Others: This section provides tips on talking to friends and family who may come to you for support. It is just a refresher of the key things learnt in the workshops.



ACTIVITY 14

POST-EVALUATIONS

ACTIVITY HOW TO PAGE
[FOR USE BY FACILITATORS/TEACHERS]

5 MINUTES

WHY?

The post-evaluation reintroduces the pre-evaluation completed in Session 1 and includes a few extra questions about the students' experiences of the program. It also offers a way to check back on any knowledge or values shifts. Evaluations also provide data for use when applying for funding or demonstrating the effectiveness of a program to school councils and/or management.

THE ROLE OF THE TEACHERS AND FACILITATORS

Teachers can give instructions as these forms are handed out. Stress that it is an anonymous activity and that it is not a test but a way of finding out what students have come to know over the sessions, what they enjoyed and what they think could be done better.

WHAT DO YOU NEED?

Use the **Handout for Activity 14: Post-evaluations**.

Have one copy for each participant.

HOW DO YOU DO IT?

Stress that this activity is not a test but a way for students to reflect on how their ideas, intentions and values may have been influenced as a result of the sessions. Although traditionally completed at the end of the third session (because that is when information is fresh in people's memories) the evaluation could be conducted in the following class, which has the benefit of providing time for reflection.



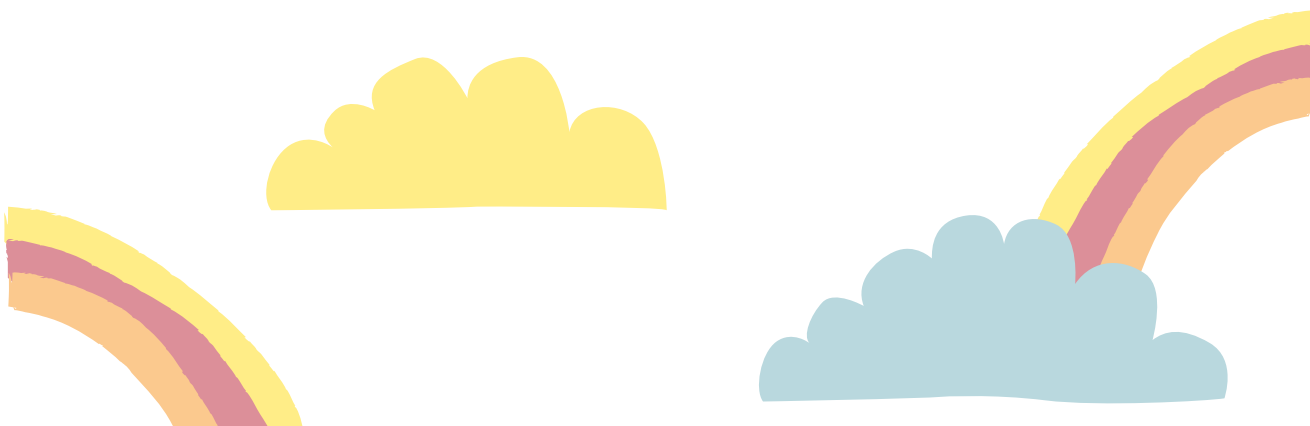
PRIDENTITY™

HOW TO USE HANDOUTS AND FACILITATOR SHEETS

The Handouts and Facilitator Sheets are numbered to match the activity they are used with. The Handouts in this section are also designed to be photocopied into black and white for educational use only. Facilitator Sheets are not designed for use by participants unless otherwise stated.

'FAIR USE' POLICY

Photocopying and distribution of handouts is encouraged and a core function of this resource. However, please respect the integrity of the Pridentity Kit by only distributing handouts in context. Do not modify or 'cut and paste' the content in any way. Please cite the authors appropriately (see inside front cover for a suggested reference) when using the Kit. Any use of resources contained within the Kit without acknowledgement of the original source is plagiarism. **HOW TO USE**



INTRODUCING DIVERSE SEXUALITY INTO A SCHOOL CURRICULUM IS TOUGH BUT REWARDING. EVERY TIME PRIDENTITY IS RUN IN SCHOOLS, IT CHIPS AWAY AT THE SILENCES, MYTHS AND SHAME SURROUNDING SAME-SEX ATTRACTION. STUDENTS OFTEN REMARK THAT PRIDENTITY WAS ONE OF THE MOST USEFUL PARTS OF THEIR HEALTH CLASSES, AND THAT BEING ABLE TO ASK QUESTIONS AND HAVE DISCUSSIONS WAS VERY IMPORTANT. FACILITATING THESE WORKSHOPS IS A VITAL STEP TOWARDS ELIMINATING HOMOPHOBIA IN SCHOOLS AND IN THE WIDER COMMUNITY.



ACTIVITY 2

PRE-EVALUATION

HANDOUT PAGE
[GIVEN TO STUDENTS/PARTICIPANTS]

ABOUT YOU

How old are you? _____

What is your gender? *(please circle)*

Female

Male

Other

Rather Not Say

Is English your first language? *(please circle)*

Yes

No

If no, what is your first language? _____

ABOUT YOUR SCHOOL EXPERIENCE

Does your school have a bullying and harassment policy? *(please circle)*

Yes

No

I don't know

For the following 3 questions give as much or as little detail as you feel comfortable with.

Do you feel safe at school?

Do you feel difference and diversity (for example, of appearance, race, religion and sexuality) is respected at your school?

Do you feel there is somebody like a friend, a teacher or someone else that you could talk to if you had a problem?



ACTIVITY 2

PRE-EVALUATION

...CONTINUED

WHAT WORDS MEAN

What do you think discrimination means?

Please give an example of discrimination.

What do you think bullying means?

Please give an example of bullying.

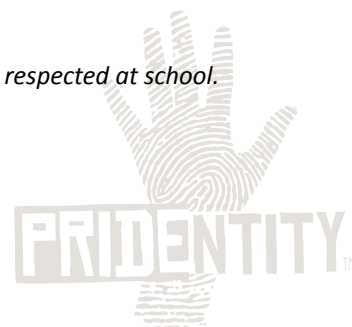
What do you think homophobia means?

Please give an example of homophobic behaviour.

TRUE OR FALSE

Do you think the statements below are true or false? *(Please circle)*

- T / F *People choose to be gay or lesbian.*
- T / F *Bullying can be physical, emotional or a combination of these things.*
- T / F *Everyone could be heterosexual (straight) if they really wanted to.*
- T / F *There is no law against making fun of, or hurting, people who are different to you.*
- T / F *Only white people are gay or lesbian.*
- T / F *It is compulsory to learn about sexuality and diversity in state high schools.*
- T / F *Gay and lesbian people can have long-term relationships.*
- T / F *There is a law that says every school student has the right to feel safe, happy and respected at school.*
- T / F *About one in ten people are not heterosexual (straight).*
- T / F *You can tell people are gay just by looking at them.*
- T / F *Same-sex couples can't create a family of their own, only straight people can.*



ACTIVITY 3

WHAT DOES THAT MEAN?

HANDOUT PAGE
[GIVEN TO STUDENTS/PARTICIPANTS]

Here are some words that might come up in class. If you don't know what something means, you can always ask.

BISEXUAL (BI): People who are sexually attracted to both men and women.

BULLYING: A behaviour intended to hurt another person either through verbal put downs or threats, cyber-bullying, social exclusion and rumour spreading, or physical violence.

COMING OUT: This describes the process where somebody tells or shows their true sexual and/or gender identity to their friends, family and wider community. People who are not straight often have to come out many times. For example, in every new job, place they live, or to new friends they make because it is usually assumed that everyone is heterosexual.

DISCRIMINATION: Treating somebody differently (usually negatively) because of a perceived difference between 'us' and 'them'. (For example, on the basis of their race, ethnicity, gender, or sexuality etc.

DYKE: A slang word for lesbian. Often used as an insult. Within the lesbian community, 'dyke' is used as an affectionate term in certain contexts.

FAG/FAGGOT: A slang word for a gay man. Often used as an insult. Within the gay community, 'fag' and 'faggot' are used as affectionate terms in certain contexts.

GAY: People whose sexual orientation is primarily or exclusively toward people of the same sex. Gay is more commonly used to describe men, although some women also identify as gay.

GENDER IDENTITY: A person's internal feeling of being female, male, something other, or something in between.

GENDER QUESTIONING: 1. Somebody who is questioning if the gender assigned to them based on their body – male or female - really 'fits'. Whether how they feel on the inside and how they truly see themselves matches. 2. Somebody who is questioning the gender binary (male/female) and who identifies as existing outside of it.

GLBTQIQ: An acronym standing for Gay/Lesbian/Bisexual/Transgender/Queer/Intersex and/or Questioning. This acronym has been steadily growing over the years as we learn more about the diversity of sexuality and gender, and strive to be inclusive of everybody's experiences.

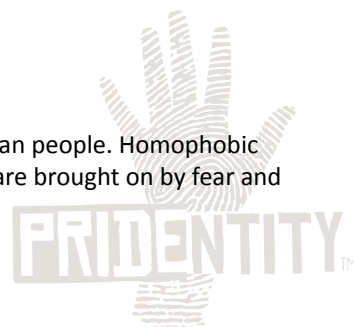
HETEROSEXISM: The assumption that being heterosexual is the 'only' way to be, and that anyone who is not heterosexual is inferior or bad.

HETERONORMATIVE: The assumption that everybody is heterosexual. School curriculums can sometimes be heteronormative, for example only teaching about heterosexual safe-sex practices.

HETEROSEXUAL: The term for people whose sexual orientation is primarily or exclusively toward people of the opposite sex.

HOMOPHOBIA: Individual or societal ignorance and/or fear towards gay and lesbian people. Homophobic actions could include prejudice, discrimination, harassment and acts of violence that are brought on by fear and hatred.

'IT'S GOOD TO STOP
HOMOPHOBIA IN SCHOOLS.
I DON'T SEE WHY TWO PEOPLE
CAN'T LOVE EACH OTHER NO
MATTER WHAT SEX...'



ACTIVITY 3

WHAT DOES THAT MEAN?

...CONTINUED

HOMOSEXUAL: The term for people whose sexual orientation is primarily or exclusively toward people of the same sex. 'Gay' is common slang term for homosexual men (and sometimes women). 'Lesbian' is the common term for homosexual women.

INTERSEX: A general term used for a variety of people born with anatomy or physiology which differs from current ideas of male and female. This is sometimes known as indeterminate gender.

LESBIAN: A woman whose sexual and/or romantic feelings are primarily or exclusively toward women.

QUEER: A general term that includes a large range of sexual and gender identities. This word was used as an insult in the past but has been reclaimed by many same-sex attracted and transgender people as a comfortable way of describing their sexuality.

SAME-SEX ATTRACTED: A term for those who are attracted sexually or romantically to people of their own sex. It is often used by schools and other 'official' organisations as it is felt to be less confronting than other identity labels.

SSAGQ: An acronym commonly used in research, which stands for Same-Sex Attracted and Gender Questioning.

SSATY: A commonly used acronym which stands for Same-Sex Attracted or Transgendered Youth. You will often see this on flyers or on internet ads for youth groups and activities.

SEXUAL ORIENTATION: Describes who people are attracted to and how they express this attraction. Some people are exclusively attracted to people of the opposite sex, others are exclusively attracted to members of their own sex, and some people are somewhere in between.

STEREOTYPING: This means generalising that all people belonging to a particular group will behave in the same way, (for example, all teenagers are lazy) even when there is no proof for this assumption.

STRAIGHT: A common term for people who are heterosexual.

TRANS*: An umbrella term used to include many experiences of sex and gender including transsexual and transgender, genderqueer.

TRANSGENDER: A general term and identity used to describe all kinds of people who sit outside the gender binary or whose gender identity is different from the sex assigned to them at birth. Transgender people may or may not feel the need to access hormone therapy and/or surgery.

TRANSPHOBIA: Prejudice against, and/or fear of trans* people, or anyone thought to be trans*. Transphobia can include violence, harassment and discrimination, as well as the general idea that says everyone must fit into male or female. It can include things like being forced to constantly declare yourself as 'male' or 'female' on forms, or being forced to use either a male or female bathroom.

'I DIDN'T KNOW THAT
LESBIANS COULD HAVE
LONG HAIR!'



ACTIVITY 3

FACILITATOR SHEET [FOR USE BY FACILITATORS/TEACHERS]

FINDING THE FACTS

Each of the following pages has a myth followed by its' corresponding fact. It is recommended that the facilitator photocopies and laminates each myth and fact to make them more durable.

MYTH: People who are bisexual just can't make up their minds. They should choose one way or the other.

FACT: Being bisexual is about being a person who is attracted to people of both genders. Bisexual people often say that they are attracted to individual personalities, not gender, and they like both.

MYTH: It's OK to tease people about their sexuality - it's not like there's a law against it or anything.

FACT: Bullying or teasing someone about his or her true (or assumed) sexuality is called homophobic harassment, and it's against the law.



MYTH: It's OK to tease people about their sexuality
- it's not like there's a law against it or anything.



FACT: Bullying or teasing someone about his or her true (or assumed) sexuality is called homophobic harassment, and it's against the law.



MYTH: People choose to be same-sex attracted. Everybody could be heterosexual (straight) if they really tried.



FACT: Studies show that being heterosexual, homosexual or somewhere in between is something we're born with. People might be able to change their behaviours if they are forced to, but their underlying attraction will remain the same.



MYTH: Lesbians can't be friends with men.



FACT: Being a lesbian is about being a woman who is sexually attracted to other women. It is not about disliking the male gender. Lesbians have male and female friends in the same way that straight women have male and female friends.



MYTH: Gay men are more likely
to be attracted to children.



FACT: Being gay is about being a man who is sexually attracted to other men. There is no link between being gay and paedophilia. In fact, most convicted child sex offenders are heterosexual men who are known to their victim.



MYTH: People who are bisexual just can't make up their minds. They should choose one way or the other.



FACT: Being bisexual is about being a person who is attracted to people of both genders. Bisexual people often say that they are attracted to individual personalities, not gender, and they like both.



MYTH: Learning about sexual diversity will make more people become gay or lesbian - it's a big plot to make more people queer!



FACT: Learning about sexual diversity is the same as learning about any other subject - it helps us become more informed and knowledgeable. You don't become gay or lesbian just from learning about sexual diversity - sexuality is something we are born with.



MYTH: Gay men really wish they were women
and lesbian women really want to be men.



FACT: Being same-sex attracted is about your sexuality, not your gender. There is no evidence behind claims that gay/lesbian people are any more uncomfortable about their gender than straight people. People who have a strong feeling of being a different gender to the one displayed by their physical body may identify as transgender.



MYTH: It is impossible to know if you're same-sex attracted if you haven't had a heterosexual relationship. How can you know you're not straight if you've never tried it?



FACT: Saying this is implying that sexuality is something that must be 'proven'. Following this logic, how do people who identify as 'straight' really know that they are, if they've never tried being queer? Assuming that everybody is, or should be, straight is a form of discrimination known as heterosexism.



MYTH: You can tell that somebody is same-sex attracted, bisexual or trans* just by looking at them.



FACT: The only way to know somebody's sexual orientation or gender identity is to ask them in a respectful way. They may not want to tell you, and that's their choice.



ACTIVITY 5

GROUP HOMOPHOBIA AUDIT + DISCUSSION*

HANDOUT PAGE
[GIVEN TO STUDENTS/PARTICIPANTS]

HOW INCLUSIVE IS YOUR SCHOOL?

In small groups of two-to-four students, work together to answer the following questions about your school. If you disagree or aren't sure about answers, try talking to each other and working out a compromise, or ask for help.

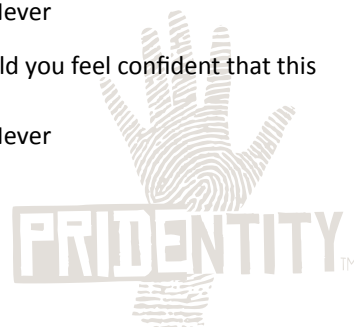
Research shows that approximately 10% of all students of secondary school age do not identify as 'straight' (heterosexual).

What is the total number of students at your school? _____

If you apply the '10% rule', how many students at your school are probably not straight? _____

For the following questions please circle the answer.

- Do all students know that discrimination against other students and staff is not tolerated at your school?
Everyone Knows Most Students Know Some Students Know No One Knows
- Do you think openly lesbian, gay and bisexual students would feel safe at your school?
Always Often Sometimes Rarely Never
- Do you think your school is supportive of students who are not 'straight'?
Always Often Sometimes Rarely Never
- Are there materials (such as posters, flyers and books) that show lesbian, gay and bisexual people in a positive way displayed at your school?
Always Often Sometimes Rarely Never
- Does this material ever get torn down or have graffiti written on it?
Always Often Sometimes Rarely Never
- Do your subjects such as history, English and art include positive examples of lesbians, gay men and bisexual people?
Always Often Sometimes Rarely Never
- How often do you hear homophobic language at your school? For example, 'faggot', 'lezzo', or 'that's so gay'.
Always Often Sometimes Rarely Never
- How often do you see homophobic bullying including physical, verbal or emotional bullying at your school?
Always Often Sometimes Rarely Never
- Do your teachers stand up against homophobia and actively discourage it in your school?
Always Often Sometimes Rarely Never
- Do students stand up against homophobia and actively discourage it in your school?
Always Often Sometimes Rarely Never
- Do you think students would feel comfortable attending school events such as formals with same-sex partners?
Always Often Sometimes Rarely Never
- If you spoke to a teacher or staff member about being attracted to the same sex, would you feel confident that this would not be shared with other people?
Always Often Sometimes Rarely Never



ACTIVITY 5

GROUP HOMOPHOBIA AUDIT + DISCUSSION*

...CONTINUED

For the following 2 questions please circle 'Yes' or 'No'.

13. Do you know if your school has policies around bullying and discrimination that specifically include sexuality and homophobia?
Yes No
14. If you wanted to know what policies your school has around bullying and discrimination, would you know where to find these?
Yes No

For the following 2 questions give as much or as little detail as you feel comfortable with.

What are three things that your school could do to make it a better experience for gay, lesbian and bisexual students?

1. _____

2. _____

3. _____

What are three things that you could do to make school a better experience for gay, lesbian and bisexual students?

1. _____

2. _____

3. _____



*This activity is based on the *Sexuality and Homophobia Schools Audit for Students* (Family Planning Victoria) and acknowledges it as a valuable reference tool for the activity. Copies of the original are available from: www.fpv.org.au

ACTIVITY 8

FACILITATOR SHEET
[FOR USE BY FACILITATORS/TEACHERS]

GUIDED VISUALISATION: BEING THE ONLY STRAIGHT ONE

This sheet is to be read out loud. It can be photocopied and given to students if desired.

Imagine that you are 16 years old, growing up straight in a world where everyone is lesbian or gay. Your school teacher is gay, your footy coach is lesbian, the student wellbeing officer and school nurse are gay, your grandmother is a lesbian, all of your sisters are lesbian and your brothers are gay.

Who could you turn to? Who could you confide in to tell your secret?

You've been to the school and public libraries to try and get some information about straights. You find one book on straights but you don't want to borrow the book in case someone notices and finds out about you.

In the lunch break at school, kids talk about 'straights' and how disgusting they are. 'That's so straight' is used as an insult to describe anything that's annoying or boring.

When you are in year 10 someone of the same sex invites you to the end-of-term school social. What do you do? You go, because you don't want people to think you're strange or different.

At the social, girls are dancing with other girls, and boys are dancing with other boys, holding each other close. What will you do if your partner starts snuggling up to you and tries to kiss you? What if they find out about you? They might throw you out or even beat you up just for a laugh. Lots of people say that it's wrong to be straight. You never join in with this, but you don't say anything different, either. It makes you feel scared to think of bringing it up.

You're walking through the local shops and you see this free magazine, 'Straight Talk', in a bookshop doorway. You really want it, but how are you going to get it home without anyone seeing it? Somehow you do manage to and you read it. It talks about a support group in the city for young straight people.

After a couple of weeks of thinking about it, you decide to go along. As you walk through the city you're sure that people can tell that you're straight. You feel like you have a huge neon sign on your forehead. You finally get to the youth group and for the first time you meet people like yourself. Girls and boys are sitting together; talking together. You really enjoy going to this group. For once in your life you feel normal, and it's a place where you can relax and hang out with people like you.

You meet someone at the group who you really like. After hanging out together for a while you start going out seriously and you love being around each other. For the first time, you feel loved for who you really are.

It's not perfect though. You can't tell your friends or family. You can never hold hands in the street, kiss at the movies or snuggle up together at parties without being the target of abuse. This really hurts. You hope one day that things will be different and you dream of being honest about your real self.

That's the end of the story, but it's a good way of demonstrating how many queer people feel every day.



ACTIVITY 11

THINK, FEEL, DO SCENARIOS

HANDOUT PAGE
[GIVEN TO STUDENTS/PARTICIPANTS]

Talk in pairs about the following three scenarios. We'll come back as a large group and talk them over in about 5-10 minutes.

During the second term of Year Ten, your best friend, who you have known since prep, comes out to you, letting you know that they are attracted to people of the same sex. You had previously assumed they were straight and now you're not really sure what to say.

What do you think?

What do you feel?

What do you do?

One day during a PE class you are playing soccer in mixed teams. Your friend has an easy shot at goal but misses it. Some other guys get angry and yell at him, 'You stupid faggot!' People laugh, but then the game moves on. You know that your friend gets hassled a lot and often called 'gay' or 'fag', but you're not sure what to do about it.

What do you think?

What do you feel?

What do you do?

One night you're on facebook and a friend from school, who is the same sex as you and openly identifies as bisexual, starts up a chat with you. Your friend says they have had a crush on you for ages. You're not really interested in them but you want to stay friends.

What do you think?

What do you feel?

What do you do?



ACTIVITY 13

HANDOUT PAGE [GIVEN TO STUDENTS/PARTICIPANTS]

PROVIDING RESOURCES

SUPPORT AND SOCIAL GROUPS

The groups listed below are state-wide services.

RAINBOW NETWORK VICTORIA

For a list of support and social groups in areas close to you, check out:
www.rainbownetwork.net.au

WAYOUT RURAL VICTORIAN YOUTH AND SEXUAL DIVERSITY PROJECT

Works with communities in rural Victoria to raise awareness about homophobia and to provide an environment that is welcoming to same-sex attracted young people. Visit: www.wayout.org.au

Y A K - FAMILY PLANNING VICTORIA ACTION CENTRE

Based in the City of Melbourne, and open to anyone SSAGQ aged 14-21. Y A K meets fortnightly in the city. For more info contact Mark on (03) 9660 4700 or email: yak@fpv.org.au

Y-GLAM QUEER YOUTH THEATRE

Y-GLAM is for young people aged 14-25 who identify as same-sex attracted or GLBTI and who want to create theatre. Based in Melbourne, but open to people from all over Victoria, Y-GLAM meets weekly and performs annually. Contact Sophia or Sarah on (03) 9355 9920 or sophiak@mchs.org.au. Also search for 'Y-GLAM' on Facebook.

Y GENDER

Is a social group for trans*, genderqueer, gender questioning young people and friends. They run social events and have monthly meetings to organise projects. Visit: www.ygender.com for more info.

SOME GOOD BOOKS

Am I Blue? Coming Out From The Silence - Marion Dane Bauer (short stories)

Boy Meets Boy - David Levithan

Ready or Not - Mark Macleod (Ed) (short stories) (Australian)

The Rainbow Boys series - Alex Sanchez

Jinx - Margaret Wild (Australian)

Tumble Turn - Doug MacLeod (Australian) (younger readers)

Hide and Seek: Stories About Being Young and Gay/Lesbian - Jenny Pausacker (short stories) (Australian)

Loose Lips - Chris Wheat (Australian)

Out of the Shadows - Sue Hines (Australian)

Pink - Lili Wilkinson (Australian)

Boys' Stuff: Boys Talking About What Matters - Wayne Martino and Maria Pallotta-Chiarolli (Australian)

Girls Talk: Young Women Speak Their Hearts and Minds - Maria Pallotta-Chiarolli (Australian)

The ALSO Gay and Lesbian Community Directory - Published yearly, and available through order from the ALSO Foundation (Melbourne) 9660 3900.

For more ideas on books, check out the website of **Hares & Hyenas Bookshop** (Melbourne and onlinesales)
www.hares-hyenas.com.au

ACTIVITY 13

PROVIDING RESOURCES

...CONTINUED

USEFUL WEBSITES

www.minus18.org.au

For social events and resources about being same-sex attracted and/or trans*. It includes practical information and support.

www.pflagvictoria.org.au

Parents and Friends of Lesbians and Gays (VIC) can help with information and support for parents of young queer people. They also run monthly meetings.

www.transgendervictoria.com

A great place to start for anyone who is questioning their gender and needs information and/or support.

www.gendercentre.com

Zoe Belle Gender Centre is an online hub for gender diverse people and their allies. ZBGC has an active forum and Question and Answer service as well as extensive links to resources.

www.also.org.au

The ALSO Foundation looks after the interests of the gay/lesbian/bi/trans*/queer community. It produces a guidebook each year which is available online or in hardcopy.

www.switchboard.org.au

Gay and Lesbian Switchboard provides online and telephone support and referrals for services and events in the queer community. You can ring or email them with any questions and they will try to help you out. It is a free and confidential service.

USEFUL PHONE NUMBERS

GAY AND LESBIAN SWITCHBOARD - 9663 2939

Monday to Thursday 6pm – 10pm, Friday to Sunday 6pm – 9pm. This service provides information, support and referrals to anyone who needs help within the queer community. It is a free and confidential service run by trained volunteers.

KIDS HELPLINE - 1800 55 1800

A 24 hour phone support service for kids and young people. Callers can speak with a counsellor about any issue or question. Free call from a landline and won't show up on the phone bill.

LIFELINE - 13 11 14

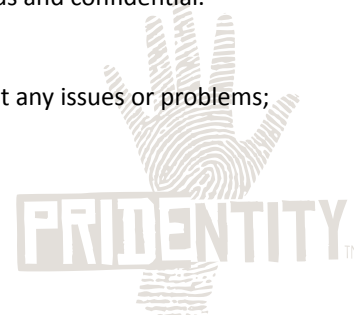
A 24 hour suicide prevention and support line which is open every day of the year. It's a free call from any landline.

WIRE WOMEN'S INFORMATION - 1300 134 130

Open 9am-5pm, Monday to Friday. A telephone referral and support service for women of all ages. Callers can discuss issues, ask questions and get referrals. A free call from a landline, this service is anonymous and confidential.

MENSLINE - 1300 78 99 78

A 24hour phone line for men of all ages who wish to speak with a trained counsellor about any issues or problems; the service is anonymous, confidential and Australia-wide.



ACTIVITY 13

PROVIDING RESOURCES

...CONTINUED

SUPPORTING FRIENDS AND FAMILY

COMING OUT:

'Coming out' about your true gender and/or sexuality is a tough choice – and it's YOUR choice. Wait until you are ready. You don't have to do it all at once.

Get some support and information first – look through the resources in this flyer. And most importantly – stay safe. You have a right to be safe and well in your home, school and social life. Make sure you always talk to somebody if you are feeling unsafe.

SUPPORTING OTHERS:

Supporting other people, like friends and family members with their gender and sexuality issues can be tough. But it is also a great thing to do.

REMEMBER:

The most important thing to do is just to listen and be there for your friend. You don't have to know all the answers.

Never push somebody to tell you more than they are comfortable with, or to come out before they are ready.

Find information (in this brochure, and online) to share with your friends.

If you feel like the situation is getting too complicated for you to handle on your own, talk to someone you trust like a family member, teacher, youth worker or counsellor.



ACTIVITY 14

POST-EVALUATION

HANDOUT PAGE
[GIVEN TO STUDENTS/PARTICIPANTS]

Survey time again! Please answer these questions **honestly** and with **your own opinions**.

TRUE OR FALSE

Do you think the statements below are true or false? *(Please circle)*

- T / F *People choose to be gay or lesbian.*
- T / F *Bullying can be physical, emotional or a combination of these things.*
- T / F *Everyone could be heterosexual (straight) if they really wanted to.*
- T / F *There is no law against making fun of, or hurting, people who are different to you.*
- T / F *Only white people are gay or lesbian.*
- T / F *It is compulsory to learn about sexuality and diversity in state high schools.*
- T / F *Gay and lesbian people can have long-term relationships.*
- T / F *There is a law that says every school student has the right to feel safe, happy and respected at school.*
- T / F *About one in ten people are not heterosexual (straight).*
- T / F *You can tell people are gay just by looking at them.*
- T / F *Same-sex couples can't create a family of their own, only straight people can.*

ABOUT YOUR EXPERIENCE

1. Did you enjoy the **content** of the sessions?

For example what was talked about, like homophobia, bullying and coming out? *(please circle 1 = no, not at all > 5 = it was OK > 10 = yup, it was great!)*

1 2 3 4 5 6 7 8 9 10

1a. What was your **most favourite** thing to learn/talk about and why?

1b. What was your **least favourite** thing to learn/talk about and why?



POST-EVALUATION

...CONTINUED

2. Did you enjoy the **activities** in the sessions?

For example, the myths and facts questions, the group audit, watching the DVD, doing the Think, Feel, Do Scenarios? *(please circle)*

2

4

5

6

7

8

9

10

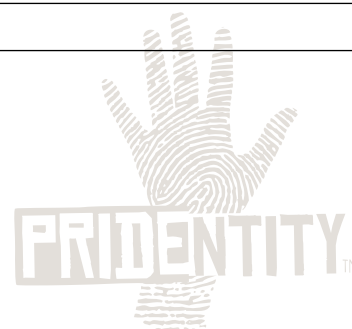
2a. What was your **most favourite** activity and why?

2b. What was your **least favourite** activity and why?

3. What is **one thing you learnt** in these sessions that you did not know before?

4. Do you have any suggestions for how you think the program could be improved?

For example, more or different activities, or perhaps including different topics.

[illegible]

ACCESSIBILITY

THE CD ROM CONTENT

The CD ROM (see the attachment inside the back cover) contains a PDF version of the contents of this Kit. This has been provided in the interests of making Pridentity accessible for as many different learning styles and environments as possible.

NETBOOK/NOTEBOOK PROGRAMS IN SCHOOLS

For schools using a netbook/notebook program with students, the Pridentity CD ROM contents can be uploaded onto an intranet network (such as Ultranet) for use by class groups. For more information about Ultranet and its rollout into Victorian schools, see: www.education.vic.gov.au/about/directions/ultranet/default.htm

ADAPTIVE TECHNOLOGY USERS

There are a range of adaptive technologies that can be used to support students to access Pridentity resources and activities. By having the Kit in CD ROM format, students and facilitators can engage using the following methods:

- *textHELP Read and Write reading and writing software.*

textHELP Read and Write is often used by people with physical and/ or learning disabilities. textHELP Read and Write reads text aloud from your computer screen. For more information see: <http://www.texthelp.com/>

- *Dragon NaturallySpeaking voice recognition software.*

Dragon NaturallySpeaking allows students to speak rather than write their assignments. For more information see: <http://australia.nuance.com/>

- *Jaws Screen Reading software*

JAWS screen reader is used by people with low or no vision and allows navigation of documents, web pages and computer systems by reading information to the user. For more information see: www.freedomscientific.com

- *ZoomText screen magnification software.*

ZoomText allows you to increase the size of text and information on your computer screen. ZoomText can also read text aloud. For more information see: www.aisquared.com/zoomtext

PLAIN ENGLISH SUMMARY OF PRIDENTITY

The key messages of the Pridentity Kit has been summarised into a plain English version to support young people who would find it more accessible in this format. The summary includes links to other easy read information about sexuality and gender.

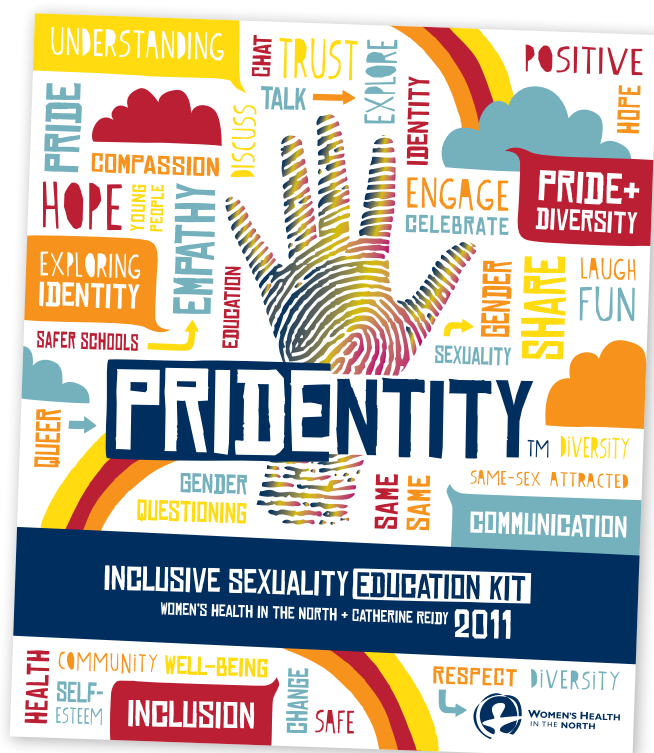


ACCESSIBILITY PLAIN ENGLISH SUMMARY

WHAT IS PRIDENTITY?

This information is about a program called **Pridentity**.
The program name is made up of two words, **Pride** and **Identity**.

This is the cover of the program book.



Pridentity helps school teachers talk with groups of students about same-sex attraction and gender questions.

The program talks about people who are same sex-attracted, lesbian, gay or bisexual.

The program also talks about when people ask questions about their gender and identity.

It also talks about making schools safe and happy places for everyone.

The program goes for 3 sessions. Each session is 60 minutes long.



ACCESSIBILITY PLAIN ENGLISH SUMMARY

WHAT IS IN THE PROGRAM?

The program helps you understand what some sexuality and gender words mean.

The program helps you talk about how to support and respect people who have different sexual attractions or gender identities.

The program offers you find information about help and resources.

The program is safe and fun.

It is right to feel safe anywhere you are learning things.

It is right to feel safe in schools or community places, and in your relationships at school.

HOW DOES THE PROGRAM WORK?

Teachers can read the program.

Groups can do the three sessions together with their teacher.

MORE PLAIN ENGLISH RESOURCES:

There are also plain English sheets about same-sex relationships at:
www.bristol.ac.uk/norahfry/resources/online

THESE RESOURCES INCLUDE:

- Phil's Story: a photo-story about a gay man with learning difficulties.
- Jan's Story: a photo-story about a lesbian with learning difficulties.
- A booklet about homophobia and heterosexism for people with learning difficulties and the staff that support them.
- A resource pack about sexuality. This pack contains information, ideas and training ideas to be used by staff working with people with learning difficulties.



FURTHER RESOURCES TEMPLATES

TEMPLATES

The templates included in this section provide examples, form letters and documents that can be adapted to suit the needs of individual schools and agencies.

SAMPLE LETTER FOR PARENTS/CARERS

Date

Dear

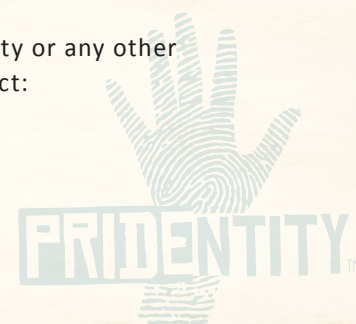
As part of their Health and Personal Development studies this term, your child will be taking part in a series of workshops called Pridentity. Pridentity is an inclusive sexuality education program developed for school communities and aimed specifically at Year Nine and Ten students.

Pridentity is a non-confrontational program which promotes a student's sense of wellbeing. It has been developed by young people, for young people, to address the issue of diversity and bullying in schools and the wider community. The program aims to highlight the issues faced by same-sex attracted and gender-diverse youth and provides information about how parents, teachers and students can act to increase acceptance and social inclusion. The program is not designed to cover sexual health or contraception issues; that is a separate area of the curriculum.

This program has been developed to assist schools to fulfil their curriculum requirements in the teaching of sexuality education. Approximately 9-11% of youth will experience same-sex attraction, making it necessary for schools to address this as part of their role as educators. It has also been found that schools are the site of most homophobic bullying with approximately 80% of bullying against same-sex attracted young people occurring there. Bullying can have devastating effects on the physical, mental and emotional wellbeing of students. While only a relatively small number of students will be same-sex attracted, challenging homophobic bullying will have a positive impact on the whole community.

If you have any questions or would like further information about Pridentity or any other aspects of the Health and Personal Development curriculum, please contact:

Kind regards,



FURTHER RESOURCES TEMPLATES

SAMPLE INFORMATION HANDOUT FOR STUDENTS

WHAT IS PRIDENTITY?

This program is part of your Health Education. It's not about sex or contraception. It's not about rude comments or embarrassing your friends.

So what is it about?

Getting informed about:

- Sexuality/sexual diversity
- Homophobia and bullying
- Gender stereotypes

If you're not sure what all this stuff means, don't stress – you'll learn.

We use activities to get things going, put the emphasis on discussions and keep lectures to a minimum.

Pridentity was developed by young people, for young people. Now it's being delivered by teachers who are specially trained to make the session as interesting and informative as possible.

WHY PRIDENTITY?

It is a legal obligation for high schools to include the teaching of sexual diversity in their Health Education classes, so the Pridentity program is simply helping schools do this.

Around 9-11% of youth do not identify as 'straight', so schools need to address this as part of their role as educators about sexuality. In addition, about 80% of bullying against same-sex attracted young people happens at schools.

Homophobia is not only illegal, it can have devastating effects on the physical, mental and emotional wellbeing of young people. It is the right of all people to be safe from bullying and discrimination and to learn about all ways of life, including sexual diversity. Having knowledge about this is one of the steps to creating a community which is more supportive and accepting of individual differences.

WHAT WILL BE TAUGHT?

There are three sessions for students and they cover the following questions:

Session One:

What do all the words like homophobia and heterosexism mean?

What are the facts about same-sex attraction, and how do you stop the myths spreading?

Session Two:

What would it be like to be an outsider? What's your experience of being different?

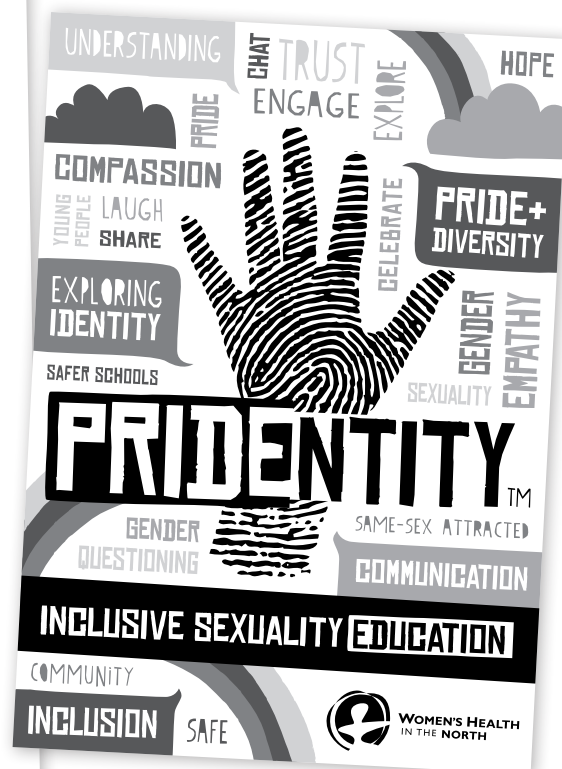
How does the media shape what we think about sexuality and diversity?

Session Three:

How do you support friends who are same-sex attracted?

What is it like to be a same-sex attracted young person?

There will be plenty of opportunities to ask questions, (anonymously if you wish) and to have discussions.



SAMPLE INFORMATION FOR SCHOOL NEWSLETTERS

This term, students in Years Nine and Ten are undertaking a series of workshops called 'Pridentity: Inclusive Sexuality Education'. The focus of these workshops is to introduce students to concepts of sexual and gender diversity. There is a particular emphasis on the prevention of homophobic bullying and the use of practical support strategies for themselves, their friends and families.

Here's what previous participants have said about Pridentity:

'It was good to hear about people's experiences, it was helpful in understanding things more.'

'I learnt that 10% of people aren't straight.'

'I liked conversations because everyone gets involved and gets feedback.'

'I liked the myths and facts [about sexuality and gender diversity] game.'





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WOMEN'S HEALTH
IN THE NORTH

FURTHER RESOURCES POLICY, RESEARCH AND CURRICULUM DOCUMENTS

POLICY, RESEARCH + CURRICULUM DOCUMENTS

This section provides details of policy documents and research reports that can be used to support the introduction of inclusive sexuality education into schools and organisations. While most of these documents are Victorian and/or Australian in focus, they still provide valuable evidence and practice frameworks that can be applied to programs in other states and countries.

DEPARTMENT OF EDUCATION AND EARLY CHILDHOOD EDUCATION (VICTORIA)

Supporting Sexual Diversity In Schools Policy

Student Wellbeing and Health Support Division, Office for Government School Education,
Department of Education and Early Childhood Development, Melbourne 2008
<http://www.sofweb.vic.edu.au/edulibrary/public/teachlearn/student/supportsexualdiversity.pdf>

Safe Schools Are Effective Schools- A resource for developing safe and supportive school environments.

Department of Education and Early Childhood Development, Melbourne 2006
Available online as a PDF at:
<http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/SafeSchoolsStrategy.pdf>

Respectful Relationships Education: violence prevention and respectful relationships education in Victorian secondary schools

Flood, M., Fergus, L. and Heenan, M. for Victorian Health Promotion Foundation (VicHealth) and the Department of Education and Early Childhood Development, Melbourne 2009
Available online as a PDF at:
http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/respectful_relationships/respectful-relationships.pdf

Curriculum frameworks and research materials

Catching On for Years Nine and Ten. Available online as a PDF at:

<http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/catchingonteachlearnact.pdf>

This resource is designed to support classes exploring issues of love and relationships, risk behaviours, gender and power, and sexual identity. For further resources to support Catching On, including the VELS Guide, go to:
<http://www.education.vic.gov.au/studentlearning/teachingresources/health/sexuality/ltresources.htm>

Catching On Early. Available online as a PDF at:

<http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/catchingonearlyres.pdf>

Catching On Early is an evidence-based resource founded on the latest research into sexuality education and child sexual development. Its development-based program is designed to help schools teach the sexuality education components of VELS Levels 1-4 in the Health and Physical Education and Interpersonal Development domains. This resource provides a comprehensive sexuality education program for students from prep through to year six. The collaborative support of the Australian Research Centre in Sex, Health and Society, and La Trobe University, has been critical in the development of this resource.

The Victorian Essential Learning Standards (VELS) - Health and Physical Education

Domain: <http://vels.vcaa.vic.edu.au/hpe/index.html>



FURTHER RESOURCES POLICY, RESEARCH AND CURRICULUM DOCUMENTS

AUSTRALIAN RESEARCH CENTRE IN SEX, HEALTH AND SOCIETY (ARCSHS) - LA TROBE UNIVERSITY

The following reports and research studies are published or co-published by ARCSHS and all are available to download from their website at: www.latrobe.edu.au/arcschs/publications

The Writing Themselves In reports (1998, 2005 and 2010) are the core research into the lives and experiences of same-sex attracted and gender-questioning young people. They provide valuable comparative data about what progress is being made to improve the health, wellbeing and educational outcomes for this group.

Writing Themselves in 3: The third national study on the health and wellbeing of same-sex attracted and gender-questioning young people (2010).

Writing Themselves In Again – 6 years on: The second national report on the sexual health and wellbeing of same-sex attracted young people in Australia.

Writing Themselves In: A national report on the sexuality, health and wellbeing of same-sex attracted young people (1998, reprinted 2002).

Youth-focused Reports from ARCSHS:

The First National Survey of Secondary Teachers of Sexuality Education: This project involved nearly 300 secondary school teachers from every jurisdiction including government, Catholic and independent schools and found that secondary school teachers need more training in sexuality education (2011).

Talking Sexual Health: The national framework for education about STIs, HIV/AIDS, and blood-borne viruses in secondary schools (2008).

Talking Sexual Health: a teaching and learning resource for secondary schools - full teacher resource: Provides a comprehensive classroom resource for Years 9 and 10 within an integrated social framework, suitable for teachers wishing to extend their skills in areas such as social aspects of STI prevention, sex and drugs, gender identity, power and sexuality, and understanding and appreciating sexual diversity (2008).

Talking Sexual Health: A Parents' Guide: A guide for parents of students in Year 9 and 10 dealing with issues such as social aspects of STI prevention, sex and drugs, gender identity, power and sexuality, and understanding and appreciating sexual diversity (2008).

General LGBTQI reports from ARCSHS:

Coming Forward – The under-reporting of heterosexist violence and same-sex partner abuse in Victoria (2008).

Private Lives: A report on the health and wellbeing of GLBTI Australians: The Private Lives study, carried out in early 2005, is one of the largest surveys of gay, lesbian, bisexual, transgender and intersex (GLBTI) people ever conducted. It aimed to document aspects of the health and wellbeing of a large sample of GLBTI people in Australia; to explore the impact of factors such as homophobia, discrimination, family and community connection on health and wellbeing; and to investigate aspects of health service use (2006).

Tranznation – A Report on the Health and Wellbeing of Transgender People in Australia and New Zealand: Studies investigating health and wellbeing of transgender people have typically been conducted in medical environments such as gender clinics and through sexual health centres. This study set out to recruit the broadest possible community sample by using a range of recruitment techniques and an online survey. This methodology provided an opportunity for participants to protect their identity, and reduced the fear of discovery or being 'outed' in terms of their non-conforming gender identity or feelings (2007).



FURTHER RESOURCES

POLICY, RESEARCH AND CURRICULUM DOCUMENTS

Other frameworks and reports

Federal framework:

The 2003 National Safe Schools Framework developed by the Ministerial Council on Education, Employment, Training and Youth Affairs. This incorporates existing good practice and provides an agreed national approach to help schools and their communities address issues of bullying, harassment, violence, and child abuse and neglect.²²

Practice model for violence prevention in schools:

Developed across 1999-2007, CASA House Sexual Assault Prevention Program for Secondary Schools (SAPPSS) is, in the first instance, a program to reduce the incidence and impacts of sexual assault by addressing its underlying causes and by promoting respectful behaviours. Their key recommendation is that all Victorian CASAs be provided with ongoing government funding to implement a long-term, sustainable, whole-of-school sexual assault prevention program with schools in their service regions.²³



22. http://www.dest.gov.au/sectors/school_education/publications_resources/profiles/national_safe_schools_framework.htm

23. Sexual Assault Prevention Program for Secondary Schools (SAPPSS) Report: Executive Summary.
http://www.thewomens.org.au/uploads/downloads/HealthProfessionals/CASA/SAPPSS_Report_Summary.pdf

FURTHER RESOURCES HELPFUL ORGANISATIONS, RESOURCES + CONTACTS

HELPFUL ORGANISATIONS, RESOURCES + CONTACTS

This section is designed to help schools and agencies to connect with other organisations that can support the implementation and on-going provision of inclusive sexuality education. Organisations and contacts are listed alphabetically with a brief description of the services and resources they provide. The information in this section is the most vulnerable to change. All listings were correct at time of publication.

AUSTRALIAN ORGANISATIONS

These organisations are predominantly based in Victoria as that is where the Pridentity Kit was produced. If you are using the Kit in another state or territory, contact the organisations below for referral to equivalent services in your area.

ALSO Foundation:

ALSO offers a wide range of projects and services to improve the lives of folk in the gay, lesbian, bisexual, transgender, intersex and queer (GLBTIQ) communities. They publish a yearly hardcopy and online community and business directory for the queer community. Web: www.also.org.au

Anti-Violence Project of Victoria (AVP):

Victoria's anti-violence project is the peak GLBT community organisation leading discussion on violence and its impacts within and against the community. Offers support, referrals and advocacy for victims of homophobic and transphobia violence. Web: <http://antiviolence.info/>

Australian Lesbian and Gay Archives (ALGA):

The archives are volunteer-run, not-for-profit organisation committed to the preservation of Australia's queer history. ALGA can provide advice and support for schools and organisations interested in incorporating this history into their teaching practices. Web: <http://home.vicnet.net.au/~alga/>

Australian GLBTIQ Multicultural Council (AGMC):

AGMC is a peak body for individuals/groups from a gay, lesbian, bisexual, transgender, intersex and queer multicultural background. AGMC's website hosts a Multicultural Directory and can refer individuals and organisations to relevant multicultural GLBTIQ groups. Phone: 0466 340 412. Email: contact@agmc.org.au. Web: <http://agmc.org.au/>

Coming Out Australia (COA):

COA provides workshops, support, information and resources that help with 'coming out'. COA is a peer support organisation and runs a number of peer support workshops and seminars for the GLBTIQ community. Phone: 03 9660 3940 Email: contact@comingout.com.au. Web: www.comingout.com.au

Family Planning Victoria (FPV):

Family Planning Victoria provides clinical services for all sexual and reproductive health needs including screening for STIs, HIV/AIDS and Hep. A/B/C. FPV have specialised clinical services for young people 25 years and under at The Action Centre, Melbourne CBD. Phone: 03 9660 4700 Email fpv@fpv.org.au. Web: www.fpv.org.au

Gay and Lesbian Health Victoria (GLHV):

GLHV is a health and wellbeing resource unit. It develops training and health promotion resources and works to improve health access for the community. Resources and other key materials can be found at the clearinghouse website: www.glhv.org.au. You can subscribe to the bi-monthly e-newsletter by emailing info@glhv.org.au.



FURTHER RESOURCES

HELPFUL ORGANISATIONS, RESOURCES + CONTACTS

Gay and Lesbian Switchboard:

Free, confidential telephone counselling, information and referral for the gay, lesbian, bisexual, transgender and intersex communities of Victoria and Tasmania. Melbourne. Phone: 03 9663 2939 Regional Victoria, and 1800 184 527 Tasmania. Web: www.switchboard.org.au

Hares & Hyenas Bookshop:

Melbourne's queer bookshop with a huge range of fiction and non-fiction titles, DVDs, cards and the latest magazines from around the world. The Hares & Hyenas website functions as a secure online bookshop. Hares and Hyenas also produce youth specific reading lists for schools to use when ordering books for their libraries. Phone: 03 9495 6589. 63 Johnston Street, Fitzroy 3065. Web: www.hares-hyenas.com.au

Minus 18:

Minus18 is youth-led non-profit organisation running underage dance parties, social events and workshops to encourage awareness and personal acceptance in a drug and alcohol free environment. Hosts a comprehensive website and produces information and resources for young people. Phone: 9660 3910 Email: info@minus18.org.au Web: www.minus18.org.au

National LGBT Health Alliance:

This is an alliance of organisations and individuals across Australia working to improve the health and wellbeing of sexuality, sex and gender diverse people. Advocates at a national level for policy, programs and research that is inclusive of the GLBTIQ communities' needs. Phone: 02 9206 2054. Email: info@nlgbthealth.org.au Web: www.lgbthealth.org.au

Organisation Intersex International (OII Australia):

The Australian affiliate of Organisation Internationale des Intersexués – the only worldwide organisation of intersex people. OII is devoted to systemic change to end the fear, shame, secrecy and stigma experienced by children and adults through the practice of non-consensual normalisation treatments for people born with atypical anatomy, and the arbitrary assignment of a particular gender without an informed consultation with the individual concerned. Phone: 0418 290 336. Web: www.oiaustralia.com

Parents and Friends of Lesbians and Gays (PFLAG):

This is an informal support group for parents and friends of someone lesbian, gay or bisexual. They provide support and information and their Melbourne and Shepparton chapters hold monthly meetings. Melbourne: Phone 03 9660 3960, Email: contactus@pflagvictoria.org.au Web: www.pflagvictoria.org.au For Shepparton - Email: pflagshepparton@ucce.org.au Web: www.go.to/pflagshepparton

Queer Muslims In Australia:

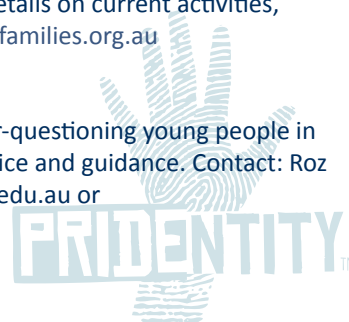
Queer Muslims In Australia is a yahoo group for and by LGBTIQ Muslims who wish to engage in a safe space online. It is a progressive and supportive forum that celebrates diversity. Email: .queermuslims@yahoogroups.com or visit groups.yahoo.com/group/queermuslims

Rainbow Families Council:

The Rainbow Families Council advocates, informs, educates and speaks out on issues affecting all kinds of LGBTI or 'rainbow' families and prospective parents across Victoria. Check our website for details on current activities, conferences and campaigns. Email: info@rainbowfamilies.org.au. Web: www.rainbowfamilies.org.au

Rainbow Network Victoria:

Rainbow Network Victoria is for anyone who works with same-sex attracted or gender-questioning young people in any setting. It provides free resources, training, e-newsletters, networking events, advice and guidance. Contact: Roz Ward or Annie Hooper Phone: 03 9285 5131 or 03 9285 5367. Email: r.ward@latrobe.edu.au or a.hooper@latrobe.edu.au. Web: <http://rainbownetwork.net.au/>



FURTHER RESOURCES

HELPFUL ORGANISATIONS, RESOURCES + CONTACTS

Rainbow Warehouse:

This online business is the only wholesale stockist of rainbow stickers in Australia.
Web: www.rainbowwarehouse.com.au

Safe Schools Coalition Victoria (SSCV):

The SSCV is a coalition of schools and individuals dedicated to creating safer educational environments where same-sex attracted and gender-questioning young people are supported, where every family can belong, where every teacher can teach and every student can learn. SSCV provides training, resources and consultancy for every school in Victoria to support sexual diversity and gender diversity, and thereby enhancing schools' performance. Contact Roz Ward. Phone: 03 9285 5131 Email: r.ward@latrobe.edu.au Web: <http://safeschoolscoalitionvictoria.org.au/>

Transgender Victoria:

The mission of Transgender Victoria is to achieve justice and equity for all transgender people, including those who identify as cross-dressers, those who identify as being transsexual, and all other people with gender-related issues. Transgender Victoria provides support, questions, advocacy and education. Phone 03 9517 6613 (voicemail) Email: transgendervictoria@yahoo.com.au Web: www.transgendervictoria.com

Victorian Equal Opportunity and Human Rights Commission (VEOHRC):

The VEOHRC can provide training, information and support on gender and sexuality-based matters of discrimination. They have a comprehensive website at www.humanrightscommission.vic.gov.au. General enquiries line: 1300 292 153.

Victoria Police Gay and Lesbian Liaison Officers:

Gay and Lesbian Liaison Officers (GLLOs) are specially trained in GLBTI issues. They have knowledge of GLBTI communities and are sensitive to the issues each community faces. GLLOs can assist by providing discrete, non-judgemental advice and assistance in the reporting of crimes. GLLOs do not actively investigate the crime. By calling a GLLO, victims can discuss the incident then work out the most suitable process for the matter to be reported. The GLLO can also provide expert advice and assistance to police investigators. Contact Sergeant Scott Davis, GLLO state coordinator: Phone 03 9247 6944 Email: melbourne.gllo@police.vic.gov.au

WayOut Rural Victorian Youth and Sexual Diversity Project:

WayOut works across rural Victoria to provide support to partner projects, youth services and schools. WayOut does this in a number of ways including organising rural state-wide initiatives for same-sex attracted youth, representing and advocating for rural SSA youth, youth groups and their supporting agencies, and responding to requests from organisations and schools for resources and training. Contact Sue Hackney, Project Coordinator Phone: 03 5421 1619 Email: sue.hackney@cobaw.vic.gov.au Web: www.wayout.org.au

Y Gender

Y Gender is a social group for trans*, genderqueer and gender-questioning young people and friends. We run social events and have monthly meetings to organise projects. Web: www.ygender.com

Zoe Belle Gender Centre (ZBGC)

An online 'virtual resource centre' ZBGC's website contains information and resources for anyone who is interested in the health and wellbeing of sex and gender diverse people (that is, transgender, transsexual and other gender diverse people) in Victoria and beyond. ZBGC has an active forum and Question & Answer service as well as extensive links to resources. Web: <http://gendercentre.com/>



FURTHER RESOURCES

HELPFUL ORGANISATIONS, RESOURCES + CONTACTS

INTERNATIONAL LINKS

Gay, Lesbian, Straight Education Network USA (GLSEN)

GLSEN provides links to the 'That's So Gay' and 'Think B 4 U Speak' film clips as well as information on establishing Gay Straight Alliances in schools. www.glsen.org

Gay Straight Alliances Network (USA)

The Gay-Straight Alliance Network is a youth leadership organisation that connects school-based gay-straight alliances to each other, and community resources, through peer support, leadership development, and training. GSA Network supports young people in starting, strengthening, and sustaining GSAs. www.gsanetwork.org

It Gets Better (USA)

Short film clips of celebrity and ordinary people sending the message to SSAGQ youth that 'life gets better'. A wonderful resource for film clips to use in workshops. www.itgetsbetter.org

Make It Better Project (USA)

A reaction to the 'It Gets Better' project, Make It Better is a project about what schools can do for SSAGQ right now to make their lives better - young people shouldn't have to suffer through bullying at school. This is a good source of videos for use in classes. www.makeitbetterproject.org

International Gay & Lesbian Human Rights Commission

This is an organisation working for human rights of sex, gender and sexuality diverse peoples around the world. They provides country and region specific information. www.iglhrc.org

International Day against Homophobia and Transphobia

Held each year on May 17th. This website provides an overview of the history of the event as well as international listings of celebrations. It also provides extensive resource list and ideas for taking action on a local and global scale to end homophobia and transphobia. www.dayagainsthomophobia.org

Rainbow Youth (New Zealand)

This is an Auckland-based peer support network for GLBTIQ young people. www.rainbowyouth.org.nz

The Yogyakarta Principles

The Yogyakarta Principles on the Application of International Human Rights Law in relation to Sexual Orientation and Gender Identity were developed in 2006. They address a broad range of human rights standards and their application to issues of sexual orientation and gender identity. This website provides a multilingual resource for young people interested in GLBTIQ human rights. www.yogyakartaprinciples.org

'Transgender Basics' from The Lesbian, Gay, Bisexual & transgender Community Centre, New York USA

Transgender Basics is an online educational tool created by the Gender Identity Project (GIP) at The Lesbian, Gay, Bisexual & Transgender Community Centre. Transgender Basics contains information about and resources for trans*, genderqueer, gender non-conforming people and their allies, co-workers, partners, families and friends. www.gaycenter.org/gip/transbasics/video



FURTHER RESOURCES

WHERE CAN I GET...?

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WHERE CAN I GET...?

Looking for a particular service or resource? These organisations (whos full details are listed in the previous section) can provide the following:

TRAINING AND PROFESSIONAL DEVELOPMENT

Safe Schools Coalition
Rainbow Network Victoria
Gay and Lesbian Health Victoria
Victorian Equal Opportunity and Human Rights Commission

GUEST SPEAKERS TO ATTEND PRIDENTITY SESSIONS

Safe Schools Coalition
Rainbow Network Victoria
Transgender Victoria
WayOut
Minus18

POSTERS TO DISPLAY IN SCHOOLS OR ORGANISATIONS

Gay and Lesbian Health Victoria
Minus18
Safe Schools Coalition
Rainbow Network Victoria
Rainbow Families Council
WayOut

RAINBOW STICKERS TO DISPLAY IN SCHOOLS AND ORGANISATIONS

Rainbow Warehouse

BOOKS WITH SSAGQ THEMES

Hares and Hyenas Bookshop

EDUCATIONAL DVDS/FILMS

Family Planning Victoria- *Not So Straight*
WayOut- *Homophobia Exposed*
GLSEN (International site)
It Gets Better Project and Make It Better Project (available on YouTube)
Transgender Basics from The Centre, New York, USA



FURTHER RESOURCES

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FURTHER RESOURCES

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FURTHER RESOURCES NOTES

